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ABSTRACT

The purpose of this study was to analyze Work Experience and Diversified Cooperative Training in-service teacher-coordinator perceptions to determine: (1) acceptance/rejection of 13 postulates, (2) acceptance/rejection of concepts/elements complementing the postulates, (3) the rank ordering of accepted concepts/elements, (4) acceptance/rejection of 32 knowledge competencies, (5) acceptance/rejection of 32 practitioner competencies, and (6) distribution of responsibilities. Two questionnaires were developed and administered to 440 randomly selected in-service Work Experience and Diversified Cooperative Training teacher-coordinators. The first questionnaire attended to the first three purposes listed above, yielding data needed for a theoretically based coordinator definition. The second questionnaire attended to purposes four through six, thus providing a needs assessment. The most important finding of this study is the extent of agreement found between Work Experience and Diversified Cooperative Training teacher-coordinators as to the principles undergirding their job performance and the teaching competencies necessary to conduct both programs. The chief differences in the perceptions of the group is in the degree of acceptance of concepts/elements and responsibilities. Specific findings, implications, and recommendations are discussed. (Author/RC)

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FINAL REPORT

Project No. C4 015

From 9/1/74 to 6/30/75

A NEEDS ASSESSMENT TO DETERMINE COMMON AND UNIQUE TEACHING COMPETENCIES AS PERCEIVED BY WORK EXPERIENCE & DIVERSIFIED COOPERATIVE TRAINING TEACHER COORDINATORS IN THE STATE OF FLORIDA

Division of Vocational, Technical and Adult Education
Diversified Occupations Section
Tallahassee, Florida

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TM005 065

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ACKNOWLEDGEMENTS

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Special thanks is also given to the members of the State Advisory/Planning Council and Area Supervisors who devoted their time and energies to insure the validity of our endeavor.

Finally, we are indebted to the in-service Work Experience and Diversified Cooperative Training teacher coordinators whose participation in this study provided the foundation.

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ABSTRACT

A NEEDS ASSESSMENT
TO DETERMINE COMMON AND UNIQUE TEACHING COMPETENCIES
AS PERCEIVED BY
WORK EXPERIENCE & DIVERSIFIED COOPERATIVE TRAINING TEACHER COORDINATORS
IN THE STATE OF FLORIDA

1975

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PURPOSE

The purpose of this study was to analyze Work Experience and Diversified Cooperative Training in-service teacher-coordinator perceptions to determine:

(1) acceptance/rejection of thirteen postulates,

(2) acceptance/rejection of concepts/elements complementing the postulates,

(3) the rank ordering of accepted concepts/elements,

(4) acceptance/rejection of thirty-two knowledge competencies,

(5) acceptance/rejection of thirty-two practitioner competencies, and

(6) distribution of responsibilities.

PROCEDURE

Two questionnaires were developed and administered to 440 randomly selected in-service Work Experience and Diversified Cooperative Training

teacher-coordinators. The first questionnaire attended to the first three purposes listed on the previous page, yielding data needed for a theoretically based coordinator definition. The second questionnaire attended to purposes four through six, thus providing a needs assessment.

FINDINGS

The most important finding of this study is the extent of agreement found between Work Experience and Diversified Cooperative Training teacher-coordinators as to the principles undergirding their job performance and the teaching competencies necessary to conduct both programs. The chief differences in the perceptions of the groups is in the degree of acceptance of concepts/elements and responsibilities. Specific findings of the study include:

(1) Twelve of the thirteen postulates were accepted by both groups of coordinators,

(2) The two groups showed acceptance of but differing perceptions as to the importance of the concepts/elements which the literature suggested were component parts of the thirteen postulates. There were various differences in the degree of acceptance of the concepts,

(3) The two groups showed differing perceptions as to the importance of those concepts accepted, as the rank ordering of the concepts varied,

(4) Work Experience teacher-coordinators accepted thirty of the thirty-two knowledge competencies listed while Diversified Cooperative Training teacher-coordinators accepted all thirty-two competencies,

(5) Work Experience teacher-coordinators accepted thirty of the thirty-two practitioner competencies listed while Diversified Cooperative

Training teacher-coordinators accepted twenty-seven of the thirty-two competencies, and

(6) Work Experience teacher-coordinators viewed twenty-seven of the thirty-two competencies as their sole responsibility while Diversified Cooperative Training teacher-coordinators viewed twenty-five of the thirty-two competencies as their sole responsibility.

IMPLICATIONS

(1) The postulates provide the foundation for building a theory of Work Experience and Diversified Cooperative Training programs. Furthermore, these postulates hold implications for all cooperative education research.

(2) To use the accepted postulates as operant principles for both programs, one must recognize that how the teachers accomplish those principles is likely to involve different coordinator behaviors which are in part plentiful in this study.

(3) While there may be common acceptance of certain concepts, the degree of emphasis placed upon those concepts by teacher coordinators will vary according to program.

(4) Most of the competencies needed by teacher-coordinators in both programs are common and might be developed jointly.

(5) Teacher-coordinators in both programs are failing to practice all of the theory of cooperative education as they manage their programs.

RECOMMENDATIONS

(1) All thirteen postulates should be subjected to additional study before they are converted into an educational program based on principles.

(2) Further study should be directed toward developing a more complete and precise delineation of concepts complementing the accepted postulates for each program.

(3) Teacher educators should present instructional materials related to common basic concepts according to the priorities of those concepts as perceived by the teacher-coordinators.

(4) Curriculums developed for both groups of cooperative vocational coordinators need to test the competencies which are either addressed or identified here and in a collaborative way which is only implicitly treated in this study.

(5) Class membership should include both Work Experience and Diversified Cooperative Training teacher-coordinators in a "now and there" setting rather than a "then and here" (University) setting so typical in teacher preparation models.

(6) Teacher-coordinators in both programs should be made aware of the advantages of utilizing personnel and services available to them.

(7) Efforts should be made to clarify the teacher-coordinators' role conceptualization.

A NEEDS ASSESSMENT
TO DETERMINE COMMON AND UNIQUE TEACHING COMPETENCIES
AS PERCEIVED BY
WORK EXPERIENCE & DIVERSIFIED COOPERATIVE TRAINING TEACHER COORDINATORS
IN THE STATE OF FLORIDA

JUNE,1975

INTRODUCTION

Since the Work Experience and Diversified Cooperative Training teacher-coordinators in Florida (more than nine hundred) are so scattered throughout the state, it is often impractical for universities to offer certification courses specifically designed to meet the needs of these coordinators. Thus, it is common for Work Experience and Diversified Cooperative Training teacher-coordinators to complete certification without ever having been in a class where their distinct needs were attended to in depth. Some question has been raised as to the effectiveness of this practice of generalizing class content across diverse disciplines.

Attempts which have been made to attend to the unique needs of these coordinators indicate that most of their expressed concerns reflect deficiencies in basic competencies which the literature suggests are needed by Work Experience and Diversified Cooperative Training teacher-coordinators. Furthermore, when their expressed concerns are analyzed, the resulting problem is relatable to identified competency statements which may be but often are not associated with existing courses offered by universities.

Prior to this study, no formal needs assessment had been conducted to gather data from in-service teacher-coordinators for the purpose of identifying a list of competencies and relating them to experiences needed for teacher preparation or for certification. Teacher educator frustrations have been compounded by the lack of a formally established competency list with which to instruct.

The resolution of these problems was viewed by the authors as a three phase task. This project concerned only the first phase. Defined, the objectives were to:

(1) identify teacher-coordinator competencies that are common to the Diversified Program Section units, and

(2) identify teacher-coordinator competencies that are unique to individual programs comprising the Diversified Programs Section.

Phase 2 objectives are to:

"(1) identify the instructional materials/activities that complement the teacher-coordinator competencies identified in Phase 1, and

(2) provide a resource listing for those competencies for which no instructional materials are known to exist.

Phase 3 objectives are to:

(1) identify alternative ways to assist in-service teacher-coordinators in their quest for certification and dissolvement of problems using the "product" from Phase 2, and

(2) provide assistance to teacher-coordinators using the alternative actions identified." [1]

A BRIEF OF THE LITERATURE REVIEWED

Literature specifically related to Work Experience and Diversified Cooperative Training as functioning Diversified Occupations programs in the state of Florida is at best sparsely intertwined within that literature relating to cooperative education in general. The most common element among the various cooperative programs is the practice of coordinating. Coordination can be defined as placing students on a job within school hours under the supervision of a teacher. At this point the common thread tends to branch into numerous directions, especially in regard to Work Experience and Diversified Cooperative Training programs. Variables such as program purpose, local administrative restrictions, state leadership, student population, etc., weigh heavily and must be carefully analyzed prior to making any assumptions meant to encompass both programs.

Matters are further complicated when attempting to analyze literature distributed nationally, for "one painful reality...is the sticky problem of using terminology which communicates and which at the same time avoids misuse and abuse of terms which have very special and specific meanings within certain disciplines." [2] For this reason, the authors caution any readers that terms, purposes, etc. within this work are common only to the Work Experience and Diversified Cooperative Training programs in the State of Florida and any attempt to generalize specific assumptions and findings of this project to programs of similar nature nationally might invalidate such data.

In June, 1970, ERIC issued a publication titled, Review and Synthesis of Research on Cooperative Vocational Education. (Research Series No. 60-VT 010 859) While much of the information presented in this publication was useful, the most significant contribution was the delineation of the "several stages" the authors followed in the establishing of competencies. These stages are identified in the following excerpt:

> "The process of development of a scientific discipline may be viewed as consisting of several stages. First, basic concepts are formulated, communicated, and accepted informally as guidelines for practice,

> but no well articulated theory has emerged. The second stage is one in which selected postulates are tested as a means of validating or verifying some of the basic concepts... During the third stage the basic concepts appear, cloaked with academic respectability... Research and development reaches a peak in the fourth stage as theorists coordinate their efforts to transform the soft theoretical structure, part by part, into a solid set of scientific principles or laws.
>
> ...In any case, it appears that the basic concepts of cooperative vocational education need to be logically organized, articulated, and subjected to systematic theory building with the establishment of guiding principles... " 3

Assuming that cooperative education is in fact in need of "validating or verifying some of the basic concepts" and, is in fact operating in stage two with postulate testing the next logical step, it seemed reasonable to the authors that the establishment of teacher-coordinator competencies for Work Experience and Diversified Cooperative Training was a premature endeavor which had to be preceeded by:

(1) gathering and synthesizing basic concepts/elements from a literature review,

(2) assigning the basic concepts/elements gathered to an appropriate postulate, and

(3) determining acceptance/rejection of the postulates and accompaning concepts/elements.

Only after the above mentioned steps had been taken were the authors theoretically able to establish those competencies needed by teacher coordinators operating their programs within the framework of the accepted postulates and at this point only in broad goal like terms.

All the literature reviewed has been summarized in Appendix B. This literature is organized into thirteen sections which reflect the assignment of the concepts/elements to appropriate postulates and cites the sources from which each is derived.

QUESTIONNAIRE DESIGN

The literature reviewed persuaded the authors that the necessary data could best be gathered through the use of two questionnaires. The first questionnaire (Appendix C) was categorized into thirteen postulate headings. Each of the thirteen postulate headings was further divided into three sections. Section A was organized to ask teacher-coordinators to assess the postulate as either vital, important, moderately important or unimportant. Section B under each postulate was composed of the concepts/elements suggested by literature and/or teacher-coordinators as component parts of the postulate. Teacher-coordinators were asked to check those concepts/elements they felt were important for successful program operation. Section C was designed to secure the rank ordering of the concepts/elements teacher-coordinators checked in Section B of the questionnaire. These data when compared with the second questionnaire could serve as a base for a content validity study at a later date.

The second questionnaire (Appendix D) was a direct outgrowth of the data presented in the first questionnaire. Postulates and concepts to be tested by the teacher-coordinators were written into knowledge and performance competency statements. Thus, data gathered via the second questionnaire provided a needs assessment and incidentally additional support for or rejection of the basic postulates and concepts in the first questionnaire. In addition, the needs were assessed in teacher-coordinator competencies which could be related to the theoretical base.

SAMPLE IDENTIFICATION

The first questionnaire was mailed to one hundred seventy Work Experience and one hundred seventy Diversified Cooperative Training teacher-coordinators in Florida. Both Work Experience and Diversified Cooperative Training teacher-coordinators were divided into two groups. Twenty Work Experience and twenty Diversified Cooperative Training teacher-coordinators were identified by state, county and university personnel as highly successful. They were referred to as Work Experience Base (WEB) and Diversified Cooperative Training Base (DCTB). One hundred fifty teacher-coordinators in each program were randomly selected with replacement from a total listing of all in the population as provided by the Florida State Department (Diversified Occupations Section) using the Table of Random Numbers developed by the Interstate Commerce Commission. These groups were referred to as the Work Experience Sample (WES) and the Diversified Cooperative Training Sample (DCTS).

Comparative analyses of responses were made among the six groups (the two additional groups will be discussed in Questionnaire II) in an effort to determine if there were differences between the Base and Sample groups as well as between Work Experience and Diversified Cooperative Training coordinators in general.

In the Support Tables section of this study (Appendix A), Base and Sample groups are combined and referred to under the general heading of Work Experience (WE) and Diversified Cooperative Training(DCT).

The second questionnaire was sent to an additional one hundred teacher-coordinators (fifty Work Experience and fifty Diversified Cooperative Training). They were randomly selected from the remaining total state list using the Table of Random Numbers for identification.

Teacher-coordinators selected to participate in the first questionnaire were excluded from participation in the second questionnaire.

Each of the five Vocational Areas in the state were represented in the sample.* The percentages of the sample selected are listed below and upon examination were found to be roughly proportionate to the total number of teacher-coordinators in each area.

Area	I	14.7%
Area	II	15.8%
Area	III	16.1%
Area	IV	33.1%
Area	V	20.2%

The teacher-coordinator response to both questionnaires were acceptable. Sixty-five percent of the WEB group and sixty percent of the DCTB group returned the first questionnaire. Sixty-eight percent of both WES and DCTS groups responded to the same questionnaire. There was a sixty-eight percent return when the WEB and WES groups were combined and a sixty-seven percent return when the DCTB and DCTS groups were combined. Fifty-eight percent of both Work Experience and Diversified Cooperative Training teacher-coordinators responded to the second questionnaire. The figures on the following page report the various group responses.

---

* Coordinator data for Area V included only Broward and Dade counties as the listing used for identification was incomplete at the time the sample was selected.

GROUP RESPONSES

	NUMBER SENT	NUMBER RETURNED	PERCENT RETURNED
FIRST QUESTIONNAIRE			
WEB	20	13 (14)*	65% (70%)*
DCTB	20	12	60%
WES	150	102 (103)*	68% (69%)*
DCTS	150	102 (103)*	68% (69%)*
WE	170	115 (117)*	68% (69%)*
DCT	170	114 (115)*	67% (68%)*
SECOND QUESTIONNAIRE			
WE	50	29 (32)*	58% (64%)*
DCT	50	29	58%

*Questionnaires received too late for use.

METHOD OF DATA ANALYSIS

The original prospectus assumed the best approach to study the common and unique elements of Work Experience and Diversified Cooperative Training programs was to conduct an ex post facto study. The perceptions of the importance of identified competencies would be regressed on highly successful coordinators of Work Experience and Diversified Cooperative Training when compared with the total populations respectively controlling for biographical differences. As the work progressed and the findings of the literature review yielded a questionnaire which was presented to the Advisory Board and district supervisors, the decision was reached to first arrange a set of theory building postulates together with explicit elements. The researchers agreed to report the data regarding the postulates in percentage ratings and finally by the priority rank assigned them by the sample.

Having already identified the postulates and the elements, the researchers were further instructed to proceed with the second questionnaire since the product to be gained would allow translating the elements into near competency statements. Using interjudge reliability data and the board's input as a validity by experts measure, the results produced created the thirty-two element questionnaire which was then field tested and mailed out within the month following the final meeting with the judges.

If it proved that the decision to simply rank order the data of the second questionnaire and to report the data from the first questionnaire in the manner previously described was not decisive, important or otherwise useful for the completion of the second and third phase of the project, an empirical analysis with significance levels could be completed at a later date under separate funding.

Consequently, this study neither reports the findings in terms of coefficients of coorelations on rank order data nor does it report significance levels. Furthermore, the third part of the first questionnaire is not correlated with the rank ordering of the thirty-two elements of the second questionnaire. However it takes little imagination to see the congruence of the data and where the differences exist as presented in the introductory graphic presentations. Each introduces the raw data in the six major segments of the two questionnaires. These summaries call attention to the common and unique elements and the percentage data allows to the satisfaction of the researchers the data needed to proceed on the second phase of the project.

However, there is data presented here that has national implications. The findings of the importance of the advisory committees is contrary to three national studies for instance, and the data as presented here is not sufficiently decisive for choosing among alternatives. Consequently, it is recommended elsewhere in this report that an empirical analysis be made at a later date. Meanwhile, this report provides baseline data for many working hypotheses and especially at this stage of the development of Cooperative Vocational Education is best initially reported this way.

FINDINGS

The report of the findings of this study is divided into two parts representing first the raw data, and second support data to be found in Appendix A. When possible a summary graph is used to introduce the findings in each category. In addition, references to various tables in the Support Tables section, Appendix A, will be made when appropriate as no attempt has been made to verbalize the data since it is recorded and readily accessible on the tables.

In several instances, specific postulates, elements, and/or competency statements are referred to as "accepted" or "not accepted." A minimum 50% positive response from the sample determined "accepted" data while data receiving less than the minimum 50% positive response was deemed "unacceptable."

In addition, each item analyzed was classified as either Priority 1, 2 or 3. Items classified as Priority 1 received a 50% minimum "VITAL" response from the sample, Priority 2 items received the 50% minimum "IMPORTANT" response, and Priority 3 items received the 50% minimum response when the "VITAL" and "IMPORTANT" sample responses were combined. (See Appendix C, Section A)

QUESTIONNAIRE I SECTION A

Twelve of the thirteen postulates submitted for teacher-coordinator approval were accepted by both groups. The major differences are found in the value assessment which constituted the prioritizing of the postulates. The most obvious postulate differences based on percentage of responses are shown first on Graph I and then on Table 1. They involve postulates II and IV. However, other differences were identified when the data was analyzed using group combinations as is shown on Table 18 (Appendix A). Postulates VI, VIII, and IX are primary examples. Notice that postulate XII was not accepted regardless of the group combinations used. See Tables 7-18 in the Support Tables section (Appendix A) for additional data concerning Section A of Questionnaire I.

GRAPH I

QUESTIONNAIRE I SECTION A

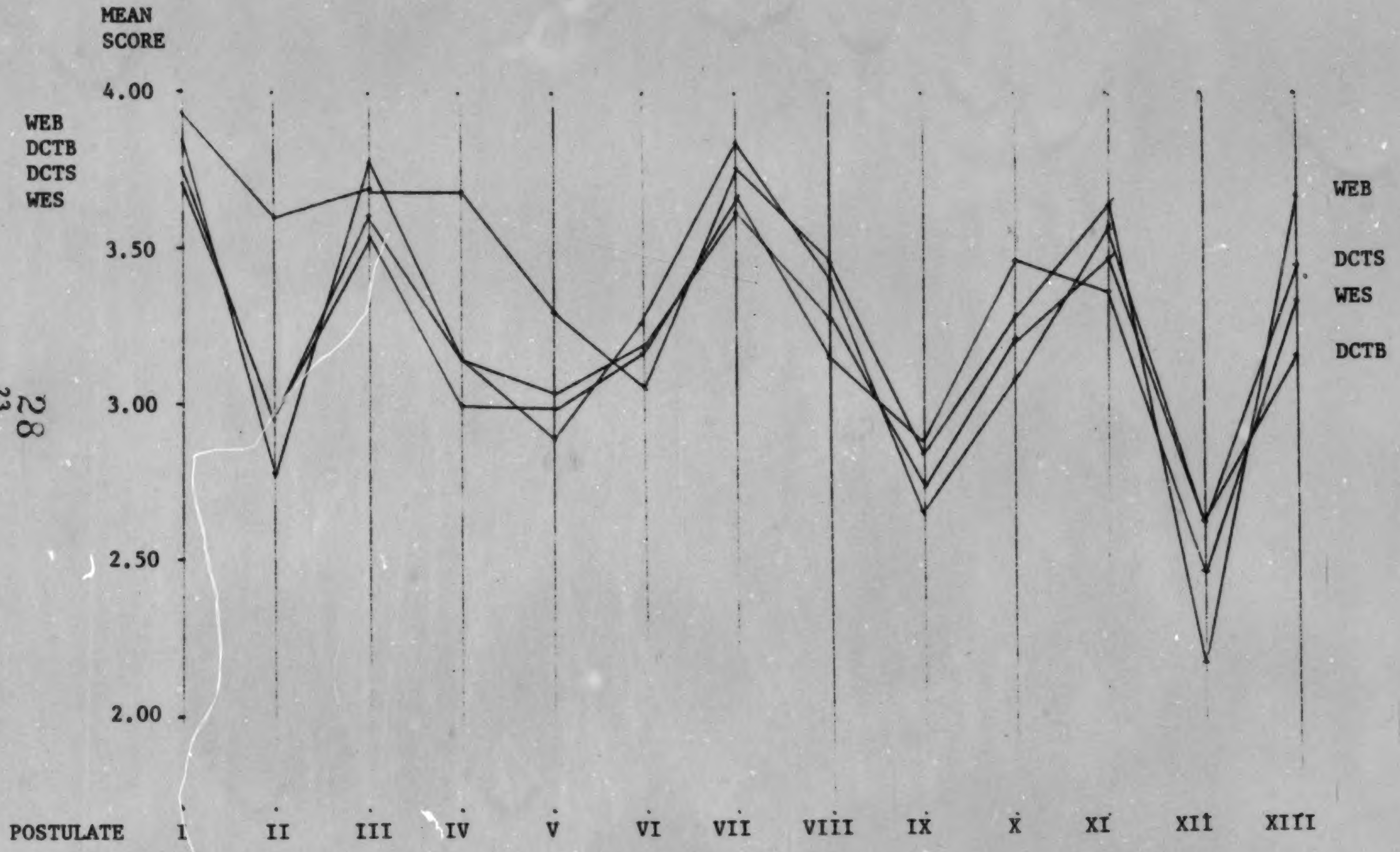


TABLE 1

POSTULATE VALUE ASSESSMENT

QUESTIONNAIRE I SECTION A

POSTULATE	GROUP	VITAL		IMPORTANT		MODERATELY IMPORTANT		UNIMPORTANT		NO RESPONSE	
		#	%	#	%	#	%	#	%	#	%
I. EFFECTIVE PROGRAM OPERATION REQUIRES A CLEAR CONCEPTUALIZED ROLE AS PERCEIVED BY THE TEACHER-COORDINATOR											
	WEB	12	92.3	1	7.6						
	DCTB	10	83.3	2	16.6						
	WES	72	70.5	28	27.4	1	.9			1	.9
	DCTS	76	74.5	23	22.5	1	.9			2	1.9
II. SUCCESSFUL PROGRAM OPERATION REQUIRES UTILIZATION OF SERVICES/PERSONNEL OF COUNTY AND STATE VOCATIONAL LEADERSHIP											
	WEB	8	61.5	3	23.0	1	7.6			1	7.6
	DCTB	3	25.0	3	25.0	6	50.0				
	WES	21	20.5	52	50.9	25	24.5	2	1.9	2	1.9
	DCTS	24	23.5	46	45.0	27	26.4	3	2.9	2	1.9
III. THE TEACHER-COORDINATOR'S BEHAVIOR AND ATTITUDE IS REFLECTED IN THE BEHAVIOR AND ATTITUDE OF HIS STUDENTS											
	WEB	9	69.2	4	30.7						
	DCTB	9	75.0	3	25.0						
	WES	60	58.0	32	31.3	6	5.8	1	.9	3	2.9
	DCTS	64	62.7	36	35.2	2	1.9				

POSTULATE	GROUP	VITAL		IMPORTANT		MODERATELY IMPORTANT		UNIMPORTANT		NO RESPONSE	
		#	%	#	%	#	%	#	%	#	%
IV. EFFECTIVELY OPERATING PROGRAMS ARE STRUCTURED IN ACCORDANCE WITH STATE AND COUNTY STANDARDS AND GUIDELINES											
	WEB	10	76.9	2	15.3	1	7.6				
	DCTB	5	41.6	5	41.6	1	8.3	1	8.3		
	WES	26	25.4	50	49.0	24	23.5	1	.9	1	.9
	DCTS	29	28.4	56	54.9	14	13.7			3	2.9
V. ACCURATE ASSESSMENT/EVALUATION IS DEPENDENT ON DATA COOPERATIVELY GATHERED FROM ALL PERSONNEL INVOLVED WITH THE PROGRAM ELEMENT BEING ASSESSED/EVALUATED											
	WEB	4	30.7	9	69.2						
	DCTB	2	16.6	6	50.0	3	25.0			1	8.3
	WES	20	19.6	60	58.8	16	15.6	2	1.9	4	3.9
	DCTS	23	22.5	56	54.9	16	15.6	2	1.9	5	4.9
VI. GOOD STUDENT LEARNING EXPERIENCES ARE NOT RESTRICTED TO THE FORMAL SCHOOL SETTING AND TIME SCHEDULE AND INCLUDE COORDINATOR INVOLVEMENT											
	WEB	3	23.0	8	61.5	2	15.3				
	DCTB	5	41.6	5	41.6	2	16.6				
	WES	35	34.3	46	45.0	18	17.6	1	.9	2	1.9
	DCTS	34	33.3	48	47.0	16	15.6			4	3.9
VII. RELEVANT CURRICULUM IS THAT WHICH IS ATTUNED TO INDIVIDUAL NEEDS OF STUDENTS											
	WEB	10	76.9	3	23.0						
	DCTB	10	83.3	2	16.6						
	WES	68	66.6	29	28.4	2	1.9			3	2.9
	DCTS	64	62.7	30	29.4	3	2.9	1	.9	4	3.9

POSTULATE	GROUP	VITAL		IMPORTANT		MODERATELY IMPORTANT		UNIMPORTANT		NO RESPONSE	
		#	%	#	%	#	%	#	%	#	%
VIII.	COMMUNITY ELEMENTS (BUSINESS, SOCIAL INSTITUTIONS) AND COOPERATIVE EDUCATION PROGRAMS JOINTLY ASSUME RESPONSIBILITY FOR PREPARING STUDENTS TO BECOME CONTRIBUTING FACTORS IN THE GROWTH AND DEVELOPMENT OF THE COMMUNITY										
	WEB	5	38.4	6	46.1					2	15.3
	DCTB	6	50.0	2	16.6	2	16.6			2	16.6
	WES	31	30.3	56	54.9	9	8.8	4	3.9	2	1.9
	DCTS	39	38.2	45	44.1	9	8.8	1	.9	8	7.8
IX.	CLEARLY DEFINED TRAINING PLANS FOR A STUDENT'S VOCATIONAL EXPERIENCES SUPERPOSE SUCCESSFUL PROGRAM OPERATION										
	WEB	1	7.6	7	53.8	3	23.0			2	15.3
	DCTB	1	8.3	6	50.0	3	25.0	1	8.3	1	8.3
	WES	18	17.6	51	50.0	21	20.5	5	4.9	7	6.8
	DCTS	16	15.6	45	44.1	27	26.4	6	5.8	8	7.8
X.	ON-THE-JOB SUPERVISION PROVIDES ENLIGHTENING DATA NECESSARY FOR DETERMINING ELEMENTS OF A PROGRAM THAT NEED MODIFYING										
	WEB	3	23.0	8	61.5					2	15.3
	DCTB	3	25.0	6	50.0	2	16.6			1	8.3
	WES	50	49.0	44	43.1	6	5.8			2	1.9
	DCTS	30	29.4	60	58.8	6	5.8	2	1.9	4	3.9
XI.	EFFECTIVE PROMOTIONAL TECHNIQUES WILL INSURE PROGRAM SUPPORT										
	WEB	8	61.5	2	15.3	1	7.6			2	15.3
	DCTB	7	58.3	5	41.6						
	WES	41	40.9	47	46.0	8	7.8			6	5.8
	DCTS	52	50.9	34	33.3	8	7.8	1	.9	7	6.8

POSTULATE	GROUP	VITAL		IMPORTANT		MODERATELY IMPORTANT		UNIMPORTANT		NO RESPONSE	
		#	%	#	%	#	%	#	%	#	%
XII.	A DIVERSITY OF "JOBS" WITHIN THE DURATION OF A PROGRAM OFFERS MORE MEANINGFUL WORK EXPERIENCES FOR STUDENTS										
	WEB	1	7.6	4	30.7	3	23.0	3	23.0	2	15.3
	DCTB	2	16.6	3	25.0	4	33.3	1	8.3	2	16.6
	WES	8	7.8	43	42.1	32	31.3	15	14.7	4	3.9
	DCTS	14	13.7	41	40.1	26	25.4	13	12.7	8	7.8
XIII.	COOPERATIVE EDUCATION PROGRAMS HAVE A RESPONSIBILITY OF PROVIDING STUDENTS WITH LEARNING EXPERIENCES THAT DEVELOP VOCATIONAL (JOB) SKILLS										
	WEB	10	76.9	1	7.6			1	7.6	1	7.6
	DCTB	6	50.0	2	16.6	3	25.0			1	8.3
	WES	47	46.0	35	34.3	14	13.7	1	.9	5	4.9
	DCTS.	48	47.0	40	39.2	3	2.9	2	1.9	9	8.8

QUESTIONNAIRE I SECTION B

Both groups showed differing perceptions of the concepts/elements which literature suggested as component parts of the thirteen postulates as there were various differences in the acceptance of the concepts/elements.

While Table 2 reports the exact percentage of responses of the sam[illegible]e to each concept/element, Graph II provides the reader with a summary of the percentage of responses, but more importantly, displays the considerable likeness of responses among all four groups. However, the reader is encouraged to examine the following concepts/elements which do reflect differences of at least 25%:

Postulate	Concept/Element
I	4
II	1, 3, 5, 7
III	3
IV	3, 4
V	3, 4, 5, 6
VI	1, 3, 4, 6
VII	1, 2, 3, 5
VIII	3
IX	1
X	4
XII	1,
XIII	4, 5, 7

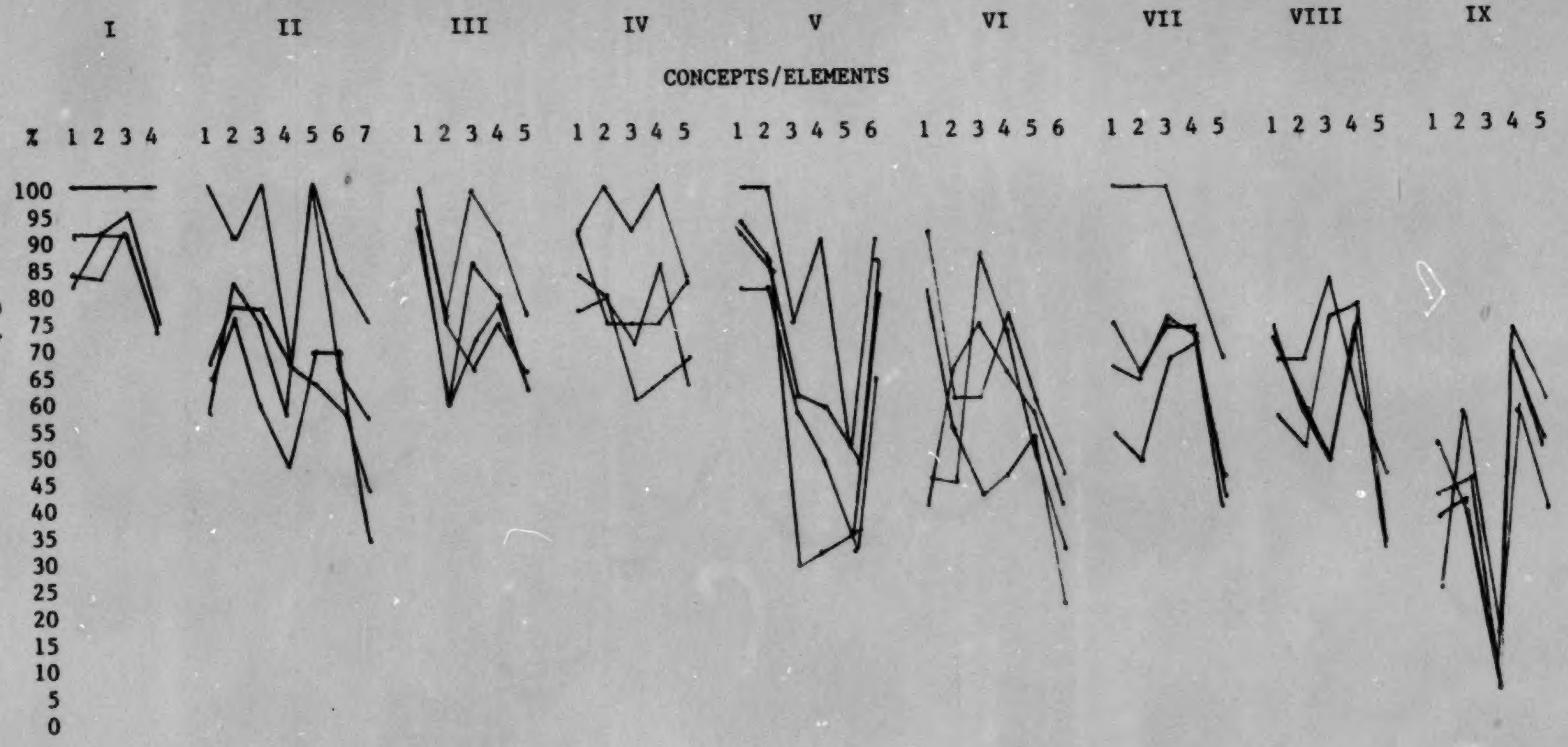
It is important to remember that these percentages were determined on the basis of the number of checks the specific concepts/elements were given by the various groups in the sample (Appendix C, Section B).

See Tables 19-23 in the Support Tables section (Appendix A) for additional data concerning Section B of Questionnaire I.

GRAPH II

QUESTIONNAIRE I SECTION B

POSTULATES



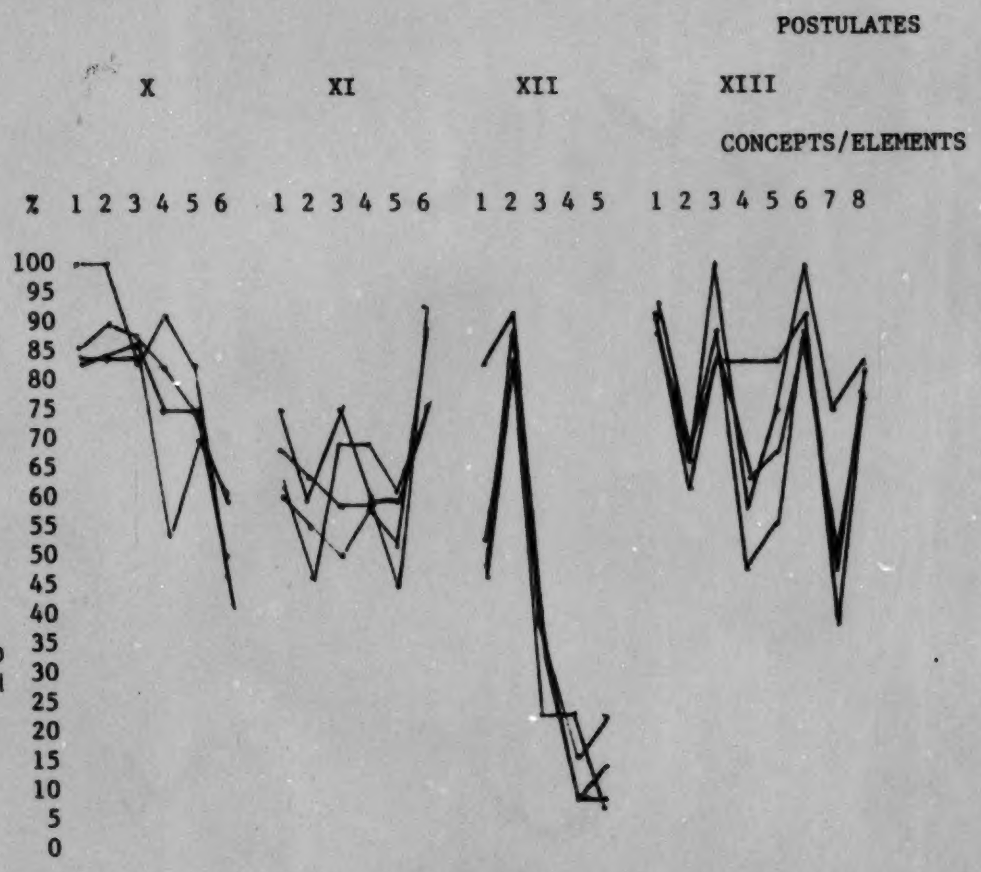

POSTULATES
X
XI
XII
XIII
CONCEPTS/ELEMENTS
%
1 2 3 4 5 6
1 2 3 4 5 6
1 2 3 4 5
1 2 3 4 5 6 7 8
100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5
0

TABLE 2

RESPONSE TO CONCEPTS/ELEMENTS

QUESTIONNAIRE I SECTION B

CONCEPTS/ELEMENTS	WEB		DCTB		WES		DCTS	
	#	%	#	%	#	%	#	%
I. Check the elements you consider important for you to thoroughly understand before you are able to conceptualize your role								
1. LEGAL RESPONSIBILITIES	13	100.0	10	83.3	94	92.1	86	84.3
2. IN-SCHOOL RESPONSIBILITIES	13	100.0	11	91.6	94	92.1	85	83.3
3. COORDINATING RESPONSIBILITIES	13	100.0	11	91.6	98	96.0	94	92.1
4. MORAL RESPONSIBILITIES	13	100.0	9	75.0	76	74.5	75	73.5
5. OTHER	1	7.6	1	8.3	12	11.7	15	14.7
II. Check the state and/or county services/personnel you feel should be utilized								
1. STATE CONSULTANTS	13	100.0	7	58.3	70	68.6	67	65.6
2. COUNTY SUPERVISORS	12	92.3	10	83.3	81	79.4	78	76.4
3. SCHOOL ADMINISTRATORS	13	100.0	9	75.0	80	78.4	62	60.7
4. SCHOOL SERVICES PERSONNEL	9	69.2	7	58.3	69	67.6	49	48.0
5. STATE WORKSHOPS	13	100.0	12	100.0	66	64.7	72	70.5
6. COUNTY COOPERATIVE EDUCATION MEETINGS	11	84.6	8	66.6	61	59.8	72	70.5

CONCEPTS/ELEMENTS	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
7. SCHOOL FACULTY MEETINGS	10	76.9	7	58.3	45	44.1	35	34.3
8. OTHER	2	15.3	1	8.3	4	3.9	6	5.8
III. Check the areas of teacher-student contact that offer you an opportunity to set a good example for your students								
1. CLASSROOM INSTRUCTION	13	100.0	12	100.0	98	96.0	95	93.1
2. TRAINING STATION SELECTION	10	76.9	9	75.0	62	60.7	62	60.7
3. ON-THE-JOB SUPERVISION	13	100.0	8	66.6	88	86.2	74	72.5
4. DISCIPLINE	12	92.3	9	75.0	82	80.3	81	79.4
5. NON-SCHOOL RELATED CONTACT	10	76.9	8	66.6	65	63.7	65	63.7
6. OTHER	5	38.4	2	16.6	13	12.7	16	15.6
IV. Check the standards or guidelines you feel are necessary to utilize for an effectively operating program								
1. STATE CURRICULUM GUIDES	12	92.3	11	91.6	79	77.4	86	84.3
2. STUDENT SELECTION CRITERIA	13	100.0	9	75.0	82	80.3	82	80.3
3. STATE ACCREDITATION STANDARDS	12	92.3	9	75.0	73	71.5	63	61.7
4. STUDENT EMPLOYMENT GUIDELINES	13	100.0	9	75.0	88	86.2	67	65.6
5. PHYSICAL ENVIRONMENT STANDARDS	11	84.6	10	83.3	66	64.7	71	69.6
6. OTHER	3	23.0	3	25.0	5	4.9	8	7.8

CONCEPTS/ELEMENTS	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
V. Check the personnel you utilize most when evaluating some element of your program								
1. STUDENT	13	100.0	10	83.3	96	94.1	94	92.1
2. SELF	13	100.0	10	83.3	90	88.2	87	85.2
3. COUNSELOR	10	76.9	7	58.3	64	62.7	31	30.3
4. PRINCIPAL	12	92.3	6	50.0	61	59.8	34	33.3
5. FACULTY	7	53.8	4	33.3	51	50.0	36	35.2
6. EMPLOYER	12	92.3	8	66.6	90	88.2	82	80.3
7. OTHER	1	7.6	4	33.3	8	7.8	11	10.7
VI. Check the non-school setting you utilize for providing learning experiences for your students								
1. STUDENT'S HOME	12	92.3	5	41.6	83	81.3	47	46.0
2. SPORTS EVENTS	8	61.5	8	66.6	57	55.8	46	45.0
3. CLUB FUNCTIONS	8	61.5	9	75.0	43	42.1	90	88.2
4. CLASS SOCIALS	10	76.9	8	66.6	47	46.0	75	73.5
5. COMMUNITY ORGANIZED/SPONSORED ACTIVITIES	8	61.5	7	58.3	56	54.9	52	50.9
6. OWN HOME	6	46.1	5	41.6	23	22.5	33	32.3
7. OTHER	2	15.3	3	25.0	20	19.6	49	48.0

CONCEPTS/ELEMENTS	WEB		DCTB		WES		DCTS	
	#	%	#	%	#	%	#	%
VII. Check the skills you feel are important for determining student needs and consequently the curriculum								
1. DEVELOPING DIAGNOSTIC INSTRUMENTS	13	100.0	9	75.0	69	67.6	57	55.8
2. ADMINISTERING DIAGNOSTIC INSTRUMENTS	13	100.0	8	66.6	67	65.6	52	50.9
3. ANALYZING DIAGNOSTIC DATA	13	100.0	9	75.0	78	76.4	71	69.6
4. UTILIZING DIAGNOSTIC DATA IN INSTRUCTION	11	84.6	9	75.0	75	73.5	73	71.5
5. FAMILIARITY WITH COMMERCIAL DIAGNOSTIC INSTRUMENTS	9	69.2	5	41.6	47	46.0	43	42.1
6. OTHER			3	25.0	5	4.9	11	10.7
VIII. Check the community elements you consider important when planning or seeking advice about program operation								
1. ADVISORY COUNCILS	9	69.2	9	75.0	59	57.8	74	72.5
2. CIVIC ORGANIZATIONS	9	69.2	7	58.3	54	52.9	62	60.7
3. PUBLIC AGENCIES	11	84.6	6	50.0	78	76.4	52	50.9
4. BUSINESS ORGANIZATIONS	8	61.6	9	75.0	81	79.4	80	78.4
5. SOCIAL AGENCIES	6	46.1	4	33.3	35	34.3	34	33.3
6. OTHER			1	8.3	10	9.8	9	8.8

CONCEPTS/ELEMENTS	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
IX. Check the statements that best describe your feelings about training plans								
1. SHOULD BE REQUIRED FOR ALL STUDENTS	7	53.8	3	25.0	38	37.2	43	42.1
2. SHOULD BE USED FOR SOME STUDENTS	5	38.4	7	58.3	41	40.1	46	45.0
3. SHOULD NOT BE USED	1	7.6	2	16.6	7	6.8	7	6.8
4. SHOULD BE DEVELOPED BY AND AGREEABLE TO ALL PERSONS INVOLVED	9	69.2	7	58.3	75	73.5	70	68.6
5. SHOULD INCLUDE EXPLICIT STATEMENTS OF RESPONSIBILITIES	7	53.8	5	41.6	64	62.7	54	52.9
6. OTHER	2	15.3			3	2.9	2	1.9
X. Check the kinds of data you gather while supervising your students on-the-job								
1. STUDENT WEAKNESSES	11	84.6	12	100.0	88	86.2	84	82.3
2. STUDENT STRENGTHS	11	84.6	12	100.0	91	89.2	85	83.3
3. STUDENT PROBLEM AREAS	11	84.6	10	83.3	89	87.2	87	85.2
4. STUDENT SKILL DEVELOPMENT	7	53.8	11	91.6	83	81.3	77	75.4
5. OVERALL EFFECTIVENESS OF TRAINING STATIONS	9	69.2	10	83.3	76	74.5	77	75.4
6. EMPLOYER/STUDENT ADHERENCE TO TRAINING PLANS	8	61.5	6	50.0	62	60.7	48	47.0
7. OTHER			1	8.3	3	2.9	3	2.9

CONCEPTS/ELEMENTS	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
XI. Check the activities you feel encourage program support								
1. PUBLIC MEDIA	8	61.5	9	75.0	63	61.7	70	68.6
2. SPEAKING ENGAGEMENTS	6	46.1	7	58.3	56	54.9	64	62.7
3. PERSONAL MEMBERSHIP IN COMMUNITY ORGANIZATIONS	9	69.2	9	75.0	52	50.9	60	58.8
4. DISTRIBUTION OF BUSINESS CARDS	9	69.2	7	58.3	59	57.8	62	60.7
5. PERSONAL WRITTEN COMMUNICATIONS	8	61.5	7	58.3	54	52.9	46	45.0
6. SPEAKING TO INDIVIDUALS	10	76.9	9	75.0	91	89.2	95	93.1
7. OTHER	3	23.0	3	25.0	8	7.8	11	10.7
XII. Check the conditions under which you permit students to change "jobs"								
1. ONLY IF THE STUDENT IS FIRED	6	46.1	10	83.3	50	49.0	55	53.9
2. IF THERE IS AN EMPLOYER/STUDENT PERSONALITY CONFLICT	11	84.6	11	91.6	90	88.2	86	84.3
3. AFTER THE STUDENT HAS MASTERED THE SKILLS OF HIS JOB	[illegible]	23.0	4	33.3	38	37.2	40	39.2
4. ANYTIME THE STUDENT WISHES TO	3	23.0	1	8.3	16	15.6	7	6.8
5. ON A REGULAR PREDETERMINED BASIS	1	7.6	1	8.3	23	22.5	13	12.7
6. OTHER	1	7.6	4	33.3	26	25.4	35	34.3

CONCEPTS/ELEMENTS	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
XIII. Check the curricular elements you feel are your classroom instructional responsibilities								
1. EMPLOYABILITY SKILLS	12	92.3	11	91.6	96	94.1	89	87.2
2. VOCATIONAL (JOB) SKILLS	8	61.5	8	66.6	64	62.7	69	67.6
3. COMMUNICATION SKILLS	11	84.6	12	100.0	87	85.2	91	89.2
4. ACADEMIC SKILLS	11	84.6	7	58.3	71	69.6	48	47.0
5. GENERAL STUDY SKILLS	11	84.6	9	75.0	70	68.6	57	55.8
6. HUMAN RELATIONS SKILLS	12	92.3	12	100.0	91	89.2	90	88.2
7. MANAGEMENT/PLANNING SKILLS	5	38.4	9	75.0	48	47.0	51	50.0
8. DECISION MAKING SKILLS	10	76.9	10	83.3	83	81.3	81	79.4
9. OTHER	1	7.6	1	8.3	2	1.9	4	3.9

QUESTIONNAIRE I SECTION C

All four groups showed differing perceptions as to the importance of the concepts/elements accepted as the mean rank ordering varied. Table 3 provides the data upon which this statement is based. Notice specifically the concepts/elements in postulates III, VI, VII, IX, X, XI, and XII. Most disturbing is the rank given concept/element 5 of postulate XII by the DCTB considering the fact that the postulate and the concept/element was rejected by that group in Section A and B of Questionnaire I.

See Tables 24-50 in the Support Tables section (Appendix A) for additional data concerning Section C of Questionnaire I.

GRAPH III

QUESTIONNAIRE I SECTION C

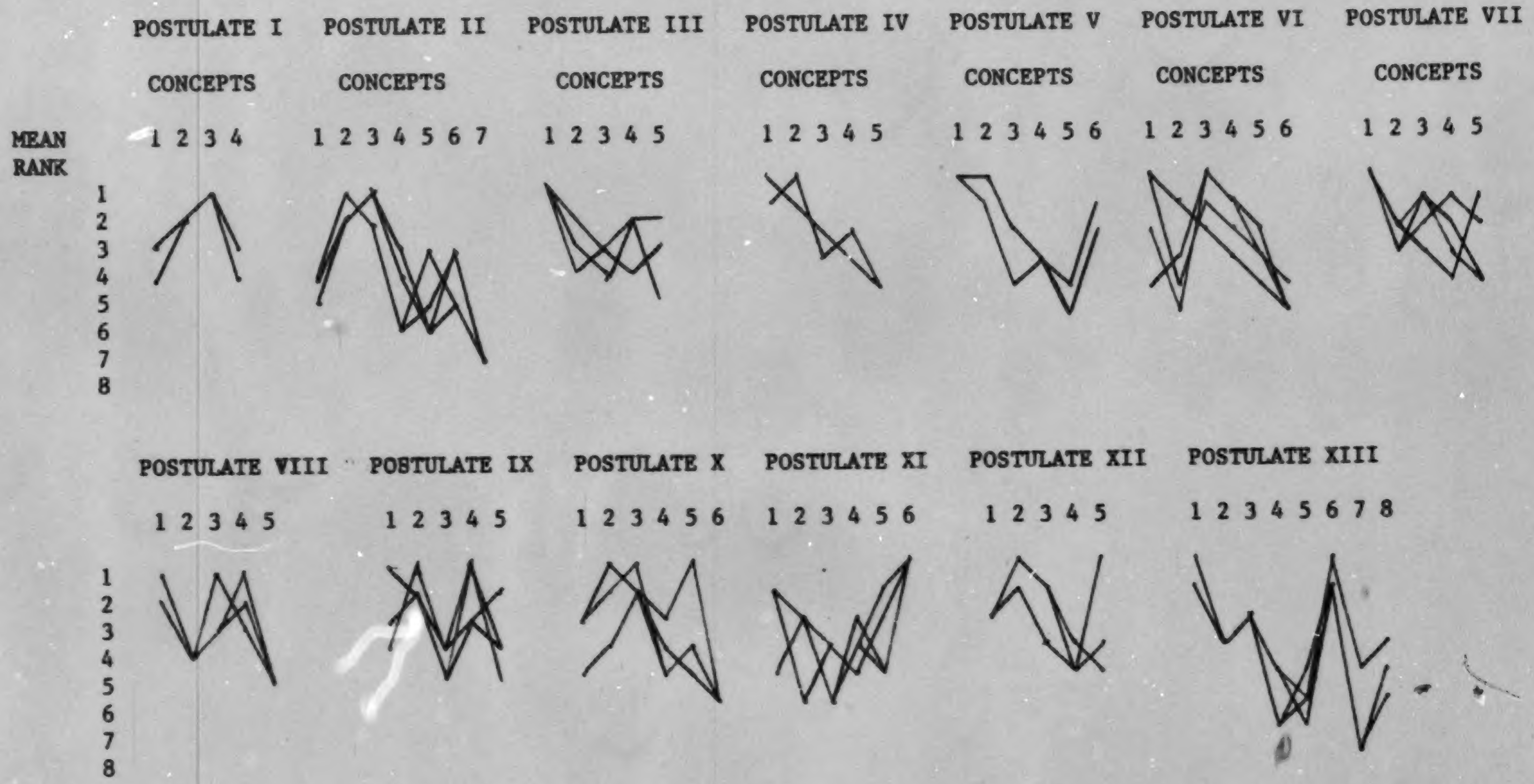


TABLE 3

MEAN RANK OF CONCEPTS/ELEMENTS IN POSTULATES I - XIII

QUESTIONNAIRE I SECTION C

CONCEPT/ELEMENT	WEB MEAN-RANK		DCTB MEAN-RANK		VES MEAN-RANK		DCTS MEAN-RANK	
I. (elements necessary for role conceptualization)								
LEGAL RESPONSIBILITIES	2.61	3	2.71	3	2.67	4	2.73	3
IN-SCHOOL RESPONSIBILITIES	2.38	2	2.12	2	2.41	2	2.16	2
COORDINATING RESPONSIBILITIES	2.15	1	1.50	1	2.10	1	1.97	1
MORAL RESPONSIBILITIES	2.92	4	3.28	4	2.63	3	2.91	4
II. (services or personnel to utilize)								
STATE CONSULTANTS	3.84	4	3.85	4	3.39	5	3.32	4
COUNTY SUPERVISORS	3.00	1	2.30	2	2.53	2	2.11	1
SCHOOL ADMINISTRATORS	3.30	2	1.66	1	2.12	1	2.76	2
SCHOOL SERVICES PERSONNEL	4.62	6	3.66	3	3.38	4	3.73	6
STATE WORKSHOPS	3.38	3	5.20	6	3.45	6	3.44	5
COUNTY COOPERATIVE EDUCATION MEETINGS	4.00	5	4.33	5	3.30	3	2.87	3
SCHOOL FACULTY MEETINGS	5.22	7	4.80	7	4.94	7	4.93	7

CONCEPT/ELEMENT	WEB MEAN-RANK		DCTB MEAN-RANK		WES MEAN-RANK		DCTS MEAN-RANK	
III. (opportune time for coordinator to set good example)								
CLASSROOM INSTRUCTION	1.76	1	1.45	1	1.81	1	1.60	1
TRAINING STATION SELECTION	3.33	4	2.62	2	3.03	4	2.98	3
ON-THE-JOB SUPERVISION	3.00	3	3.37	3	2.65	3	3.00	4
DISCIPLINE	2.66	2	3.87	4	2.55	2	2.71	2
NON-SCHOOL RELATED CONTACT	2.66	2	3.37	3	3.54	5	3.59	5
IV. (standards and guidelines necessary to utilize)								
STATE CURRICULUM GUIDES	1.50	1	2.10	2	2.66	2	2.32	2
STUDENT SELECTION CRITERIA	2.25	2	1.77	1	2.07	1	2.13	1
STATE ACCREDITATION STANDARDS	3.00	3	3.00	4	2.79	4	3.03	4
STUDENT EMPLOYMENT GUIDELINES	3.38	4	2.62	3	2.67	3	2.98	3
PHYSICAL ENVIRONMENT STANDARDS	4.44	5	4.25	5	3.39	5	3.21	5
V. (personnel important to utilize when evaluating)								
STUDENT	1.84	1	1.70	1	1.65	1	1.57	1
SELF	2.38	2	1.70	1	2.27	2	2.35	2
COUNSELOR	3.90	5	4.28	3	4.06	5	3.89	5

CONCEPT/ELEMENT	WEB MEAN-RANK		DCTB MEAN-RANK		WES MEAN-RANK		DCTS MEAN-RANK	
PRINCIPAL	3.54	4	4.33	4	4.03	4	3.86	4
FACULTY	5.57	6	5.33	5	4.59	6	4.61	6
EMPLOYER	3.08	3	2.37	2	2.76	3	2.42	3
VI. (non-school settings utilized for learning experiences)								
STUDENT'S HOME	1.66	1	3.40	3	1.82	1	3.53	5
SPORTS EVENTS	3.50	5	4.50	6	2.47	2	3.36	4
CLUB FUNCTIONS	2.25	2	1.10	1	2.57	3	1.23	1
CLASS SOCIALS	2.80	3	2.37	2	2.86	4	2.43	2
COMMUNITY ORGANIZED/SPONSORED ACTIVITIES	3.37	4	3.50	4	3.05	5	3.28	3
OWN HOME	4.33	6	4.40	5	4.08	6	4.55	6
VII. (skills necessary to determine curriculum)								
DEVELOPING DIAGNOSTIC INSTRUMENTS	1.76	1	2.12	1	2.16	1	2.22	1
ADMINISTERING DIAGNOSTIC INSTRUMENTS	3.00	3	3.14	4	2.59	3	2.53	4
ANALYZING DIAGNOSTIC DATA	2.84	2	3.00	3	2.60	4	2.41	2
UTILIZING DIAGNOSTIC DATA IN INSTRUCTION	3.27	4	2.85	2	2.70	5	2.45	3
FAMILIARITY WITH COMMERCIAL DIAGNOSTIC INSTRUMENTS	3.44	5	3.00	3	3.17	2	3.48	5

CONCEPT/ELEMENT	WEB MEAN-RANK		DCTB MEAN-RANK		WES MEAN-RANK		DCTS MEAN-RANK	
VIII. (community elements providing good advice)								
ADVISORY COUNCILS	2.11	2	2.00	2	1.86	1	1.80	1
CIVIC ORGANIZATIONS	2.77	4	3.14	4	2.92	4	2.81	4
PUBLIC AGENCIES	2.00	1	2.66	3	2.38	3	2.72	3
BUSINESS ORGANIZATIONS	2.62	3	1.62	1	1.97	2	1.93	2
SOCIAL AGENCIES	4.33	5	4.33	5	3.75	5	4.17	5
IX. (opinions regarding training stations)								
SHOULD BE REQUIRED FOR ALL STUDENTS	1.85	3	3.00	4	1.94	3	1.63	1
SHOULD BE USED FOR SOME STUDENTS	1.80	2	1.28	1	1.67	2	1.69	2
SHOULD NOT BE USED	5.00	5	3.00	4	2.00	4	3.44	5
SHOULD BE DEVELOPED BY AND AGREEABLE TO ALL PERSONS INVOLVED	1.66	1	2.33	3	1.64	1	1.77	3
SHOULD INCLUDE EXPLICIT STATEMENTS OF RESPONSIBILITIES	2.71	4	1.33	2	2.21	5	2.38	4
X. (data gathered via supervision on-the-job)								
STUDENT WEAKNESSES	2.72	3	2.60	3	2.96	3	3.12	5
STUDENT STRENGTHS	2.54	2	2.50	1	2.52	1	2.85	4
STUDENT PROBLEM AREAS	2.36	1	2.55	2	2.68	2	2.77	2
STUDENT SKILL DEVELOPMENT	4.00	5	3.00	4	3.15	5	2.82	3

CONCEPT/ELEMENT	WEB MEAN-RANK		DCTB MEAN-RANK		WES MEAN-RANK		DCTS MEAN-RANK	
OVERALL EFFECTIVENESS OF TRAINING STATIONS	3.66	4	3.88	5	3.09	4	2.74	1
EMPLOYER/STUDENT ADHERENCE TO TRAINING PLANS	4.75	6	5.50	6	3.45	6	4.53	6
XI. (promotional techniques)								
PUBLIC MEDIA	3.62	5	2.44	2	2.73	2	2.77	2
SPEAKING ENGAGEMENTS	3.00	3	4.50	6	3.12	4	2.88	3
PERSONAL MEMBERSHIP IN COMMUNITY ORGANIZATIONS	3.83	6	3.44	4	3.41	6	3.74	6
DISTRIBUTION OF BUSINESS CARDS	3.22	4	3.71	5	2.74	3	3.38	4
PERSONAL WRITTEN COMMUNICATIONS	2.85	2	3.14	3	3.15	5	3.62	5
SPEAKING TO INDIVIDUALS	1.70	1	1.80	1	1.45	1	1.71	1
XII. (conditions conducive to student "job" change)								
ONLY IF THE STUDENT IS FIRED	2.33	3	2.22	3	2.11	3	2.14	3
IF THERE IS AN EMPLOYER/STUDENT PERSONALITY CONFLICT	1.54	1	1.72	2	1.60	1	1.66	1
AFTER THE STUDENT HAS MASTERED THE SKILLS OF HIS JOB	1.66	2	2.50	4	2.09	2	1.92	2
ANYTIME THE STUDENT WISHES TO	2.66	4	4.00	5	3.00	5	3.66	5
ON A REGULAR PREDETERMINED BASIS	3.00	5	1.00	1	2.85	4	2.73	4

CONCEPT/ELEMENT	WEB MEAN-RANK		DCTB MEAN-RANK		WES MEAN-RANK		DCTS MEAN-RANK	
XIII. (instructional responsibilities)								
EMPLOYABILITY SKILLS	1.33	1	2.44	2	1.98	1	1.87	1
VOCATIONAL (JOB) SKILLS	3.87	4	4.00	4	3.68	4	3.34	4
COMMUNICATION SKILLS	3.63	3	2.60	3	3.25	3	3.17	3
ACADEMIC SKILLS	5.90	7	5.50	5	4.49	5	5.25	7
GENERAL STUDY SKILLS	4.70	5	6.00	6	5.00	7	5.18	6
HUMAN RELATIONS SKILLS	2.50	2	2.10	1	2.57	2	2.63	2
MANAGEMENT/PLANNING SKILLS	6.60	8	5.50	5	5.84	8	5.82	8
DECISION MAKING SKILLS	5.40	6	4.00	4	4.51	6	4.13	5

QUESTIONNAIRE II SECTION I

Work Experience teacher-coordinators accepted thirty of the thirty-two knowledge competencies listed on Questionnaire II while Diversified Cooperative Training teacher-coordinators accepted all thirty-two. (Appendix D, Section I) The two knowledge competencies not accepted by the Work Experience teacher-coordinators are numbers 3 and 28 on Table 4 which reports the percentage of responses of both groups.

Table 64 is a listing of the priority given each knowledge competency based on percentage of responses. (Appendix A) On Table 64, notice competency numbers 3, 12, 14, 25, 28, and 30 for major differences between the two groups. More important than the differences in prioritizing is the data provided on Tables 65 and 66. Table 65 provides the order of importance of the accepted knowledge competencies according to percentages based on Work Experience teacher-coordinator response, while Table 66 provides identical data for Diversified Cooperative Training teacher-coordinators.

See Tables 51-66 in the Support Tables section (Appendix A) for additional data concerning Section I of Questionnaire II.

GRAPH IV

QUESTIONNAIRE II SECTION I

COMPETENCY STATEMENTS

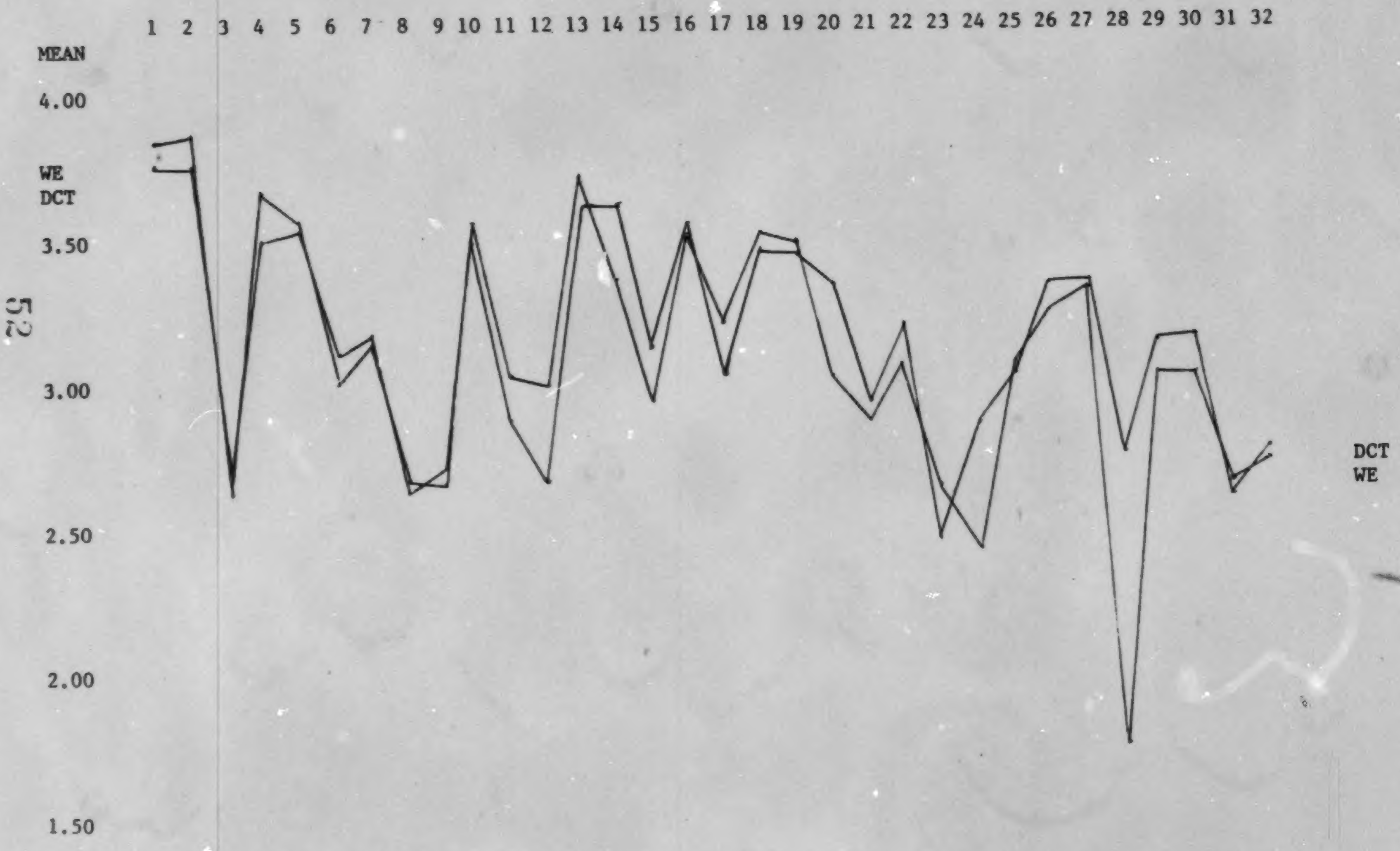


TABLE 4

KNOWLEDGE COMPETENCY STATEMENTS

QUESTIONNAIRE II SECTION I

	VITAL		IMPORTANT		MODERATELY IMPORTANT		UNIMPORTANT		NO RESPONSE	
	#	%	#	%	#	%	#	%	#	%
A TEACHER-COORDINATOR SHOULD KNOW/UNDERSTAND:										
1. current child labor laws										
WE	26	89.6	2	6.8			1	3.4		
DCT	22	75.8	7	24.1						
2. the community job market										
WE	24	82.7	4	13.7					1	3.4
DCT	22	75.0	7	24.1						
3. union policies, procedures, services, etc.										
WE	3	10.3	10	34.4	13	44.8			3	10.3
DCT	3	10.3	15	51.7	10	34.4	1	3.4		
4. sources of occupational information										
WE	16	55.1	10	34.4	2	6.8			1	3.4
DCT	20	68.9	9	31.0						
5. personal legal liabilities										
WE	17	58.6	9	38.0	2	6.8			1	3.4
DCT	19	65.5	7	24.1	3	10.3				

		VITAL #	VITAL %	IMPORTANT #	IMPORTANT %	MODERATELY IMPORTANT #	MODERATELY IMPORTANT %	UNIMPORTANT #	UNIMPORTANT %	NO RESPONSE #	NO RESPONSE %
6. the F T E funding concept											
	WE	8	27.5	16	55.1	3	10.3	1	3.4	1	3.4
	DCT	6	20.6	17	58.6	5	17.2	1	3.4		
7. the state accreditation standards											
	WE	11	37.9	12	41.3	4	13.7	1	3.4	1	3.4
	DCT	10	34.4	14	48.2	4	13.7	1	3.4		
8. the history of the program											
	WE	3	10.3	14	48.2	10	34.4	1	3.4	1	3.4
	DCT	3	10.3	13	44.8	13	44.8				
9. cooperative education related professional organizations											
	WE	1	3.4	17	58.6	10	34.4			1	3.4
	DCT	3	10.3	15	51.7	11	37.9				
10. the program standards (guidelines)											
	WE	17	58.6	10	34.4	1	3.4			1	3.4
	DCT	16	55.1	11	37.9			1	3.4	1	3.4
11. the state and county line of authority											
	WE	7	24.1	17	58.6	2	6.8	2	6.8	1	3.4
	DCT	6	20.6	15	51.7	7	24.1	1	3.4		

		VITAL #	VITAL %	IMPORTANT #	IMPORTANT %	MODERATELY IMPORTANT #	MODERATELY IMPORTANT %	UNIMPORTANT #	UNIMPORTANT %	NO RESPONSE #	NO RESPONSE %
12. the role (responsibilities, duties) of state and county leadership											
	WE	7	24.1	15	51.7	5	17.2	1	3.4	1	3.4
	DCT	4	13.7	14	48.2	9	31.0	2	6.8		
13. the program purpose, goals, curriculum, etc.											
	WE	22	75.8	4	13.7	2	6.8			1	3.4
	DCT	20	68.9	7	24.1	2	6.8				
14. community resources (human and/or material)											
	WE	14	48.2	12	41.3	1	3.4	1	3.4	1	3.4
	DCT	21	72.4	7	24.1	1	3.4				
15. follow-up techniques											
	WE	6	20.6	15	51.7	7	24.1			1	3.4
	DCT	9	31.0	15	51.7	5	17.2				
16. student selection criteria											
	WE	17	58.6	9	31.0	2	6.8			1	3.4
	DCT	17	58.6	11	37.9	1	3.4				
17. the purpose of training plans											
	WE	9	31.0	16	55.1	3	10.3			1	3.4
	DCT	7	24.1	16	55.1	6	20.6				
18. the purpose for on-the-job supervision											
	WE	15	51.7	13	44.8					1	3.4
	DCT	16	55.1	11	37.9	2	6.8				

	VITAL		IMPORTANT		MODERATELY IMPORTANT		UNIMPORTANT		NO RESPONSE	
	#	%	#	%	#	%	#	%	#	%
19. guidance/counseling techniques										
WE	16	55.1	10	34.4	2	6.8			1	3.4
DCT	17	58.6	9	31.0	3	10.3				
20. program promotion techniques										
WE	4	13.7	21	72.4	3	10.3			1	3.4
DCT	11	37.9	17	58.6	1	3.4				
21. pre/post assessment techniques										
WE	4	13.7	18	62.0	5	17.2	1	3.4	1	3.4
DCT	6	20.6	17	58.6	4	13.7	2	6.8		
22. how to select effective training stations										
WE	8	27.5	14	48.2	6	20.6			1	3.4
DCT	11	37.9	14	48.2	3	10.3	1	3.4		
23. the function of advisory councils										
WE	3	10.3	13	44.8	11	37.9	1	3.4	1	3.4
DCT	2	6.8	13	44.8	11	37.9	3	10.3		
24. the necessity of home visits										
WE	10	34.4	10	34.4	7	24.1	1	3.4	1	3.4
DCT	6	20.6	13	44.8	10	34.4				
25. the benefits of a diversity of "work" experiences for students										
WE	9	31.0	14	48.2	3	10.3	2	6.8	1	3.4
DCT	7	24.1	16	55.1	6	20.6				

	VITAL		IMPORTANT		MODERATELY IMPORTANT		UNIMPORTANT		NO RESPONSE	
	#	%	#	%	#	%	#	%	#	%
26. individualized instructional techniques										
WE	14	48.2	8	27.5	3	10.3	2	6.8	2	6.8
DCT	13	44.8	13	44.8	3	10.3				
27. the current instructional materials/equipment available										
WE	12	41.3	13	44.8	3	10.3			1	3.4
DCT	13	44.8	13	44.8	3	10.3				
28. club functions										
WE			4	13.7	13	44.8	11	37.9	1	3.4
DCT	6	20.6	12	41.3	8	27.5	2	6.8	1	3.4
29. his/her relationship to the total school program/faculty										
WE	9	31.0	12	41.3	6	20.6	1	3.4	1	3.4
DCT	9	31.0	14	48.2	5	17.2			1	3.4
30. the necessity for "input" from the business community										
WE	5	17.2	19	65.5	4	13.7			1	3.4
DCT	11	37.9	11	37.9	6	20.6			1	3.4
31. the personal growth opportunities provided via in-service meetings										
WE	2	6.8	14	48.2	11	37.9			2	6.8
DCT	4	13.7	12	41.3	9	31.0	3	10.3	1	3.4
32 the necessity for teaching outside the normal school setting and time frame										
WE	4	13.7	14	48.2	8	27.5	2	6.8	1	3.4
DCT	7	24.1	11	37.9	7	24.1	3	10.3	1	3.4

QUESTIONNAIRE II SECTION II

Work Experience teacher-coordinators accepted thirty of the thirty-two practitioner competencies listed in Section II of Questionnaire II. (Appendix D) The two not accepted are numbers 3 and 28 on Table 5. Diversified Cooperative Training teacher-coordinators did not accept numbers 3, 8, 23, 24, and 25 on Table 5. Additional differences between the two groups of teacher-coordinators are found in the ordering of accepted practitioner competencies. These can be compared on Tables 68 and 69. (Appendix A)

See Tables 67-69 in the Support Tables section (Appendix A) for additional data concerning Section II of Questionnaire II.

GRAPH V

QUESTIONNAIRE II SECTION II

COMPETENCY STATEMENTS

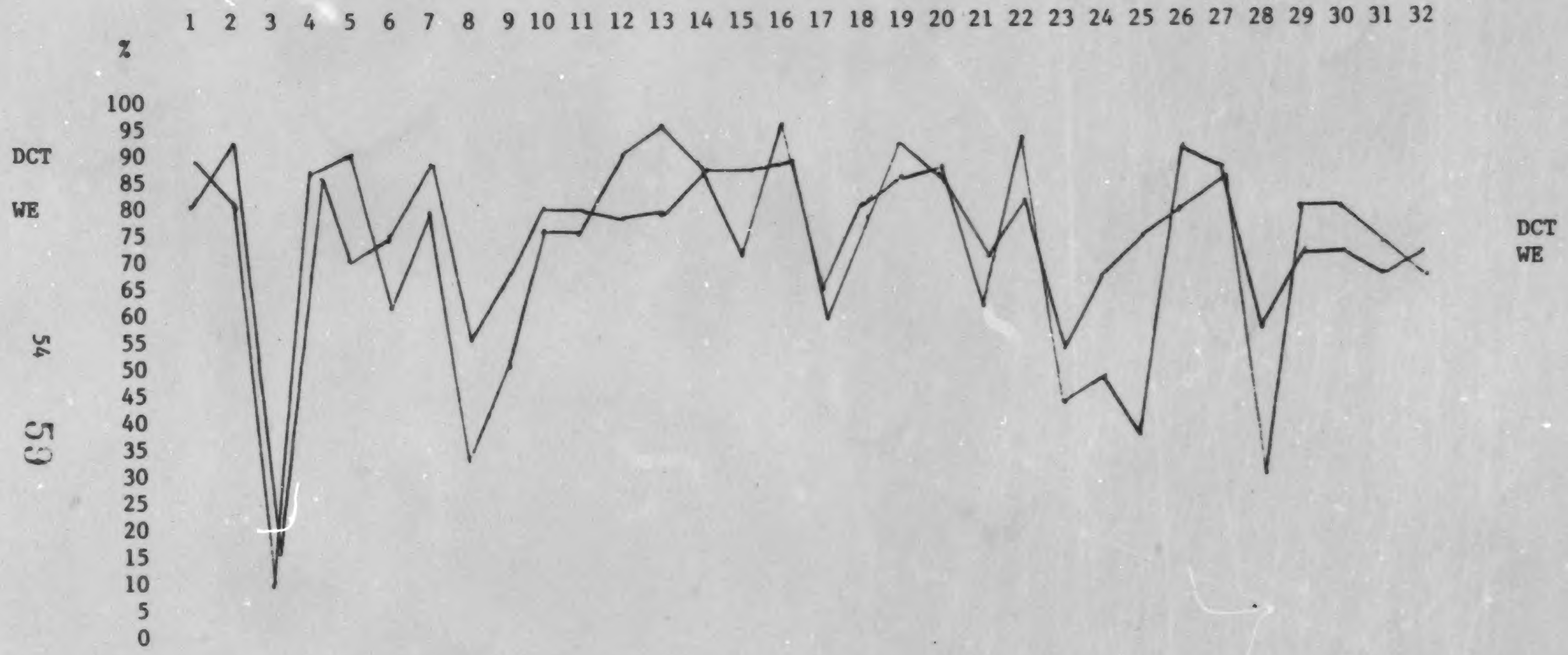


TABLE 5

PRACTITIONER COMPETENCY STATEMENTS

QUESTIONNAIRE II SECTION II

THE IDEAL TEACHER-COORDINATOR:	WE #	WE %	DCT #	DCT %
1. complies with state/federal child labor laws in all aspects of program operation	23	79.3	26	89.6
2. surveys his/her community to determine employment needs	27	93.1	24	82.7
3. involves union representatives in the operation of his/her program	5	17.2	3	10.3
4. has easy access to sources of occupational information	25	86.2	25	86.2
5. behaves within the legal boundaries prescribed by law in all aspects of program operation	21	72.5	26	89.6
6. maintains the necessary number of students in his/her program to generate sufficient funds	22	75.8	18	62.0
7. incorporates the state accreditation standards into his/her program	26	89.6	23	79.3
8. utilizes program history data in promotional activities	17	58.6	10	34.4
9. actively participates in cooperative education professional organizations	20	68.9	15	51.7
10. utilizes the state recommended standards (guidelines) when operating his/her program	24	82.7	22	75.8
11. directs all requests through the proper state/county channels of authority	24	82.7	22	75.8
12. has a thorough understanding of the role (responsibilities, duties, etc.) of state and county leadership	23	79.3	26	89.6

		WE		DCT	
		#	%	#	%
13.	utilizes curriculum that is attuned to program purpose, goals, etc.	24	82.7	28	96.5
14.	incorporates community resources into his/her program	26	89.6	26	89.6
15.	utilizes various follow-up techniques when conducting follow-up studies	26	89.6	21	72.4
16.	admits students into the program that he/she feels can be helped by the program	27	93.1	28	96.5
17.	utilizes training plans when assisting his/her students	18	62.0	19	65.5
18.	supervises students on-the-job	23	79.3	24	82.7
19.	provides guidance/counseling services for any student needing the service	27	93.1	25	86.2
20.	searches for opportunities to promote his/her program	25	86.2	26	89.6
21.	bases decisions concerning students on data gathered via pre/post assessment instruments	21	72.4	18	62.0
22.	continually searches for new training stations in addition to improving the ones he/she already has	24	82.7	27	93.1
23.	relies on his/her advisory council for advice and needed resources or services	16	55.1	13	44.8
24.	makes regular home visits	20	68.9	14	48.2
25.	encourages students to participate in numerous "work" experiences	22	75.8	11	37.9
26.	individualizes his/her instruction to meet needs of individual students	23	79.3	27	93.1
27.	has access to current instructional materials/equipment	25	86.2	26	89.6
28.	uses clubs as a vehicle for practical applications of classroom curriculum	9	31.0	17	58.6
29.	keeps school personnel actively involved in his/her program	24	82.7	21	72.4

	ME		DCT	
	#	%	#	%
30. keeps community business personnel actively involved in his/her program	24	82.7	21	72.4
31. attends in-service meetings and workshops	22	75.8	20	68.9
32. utilizes non-school settings and time frames to teach his/her students	20	68.9	21	72.4

QUESTIONNAIRE II SECTION III

Work Experience teacher-coordinators viewed twenty-seven of the thirty-two competencies on Table 6 as their sole responsibility while Diversified Cooperative Training teacher-coordinators viewed twenty-five of the thirty-two competencies as their sole responsibility. Table 71 (Appendix A) identifies those competencies viewed by the Work Experience teacher-coordinators as their sole responsibility and places them in order of importance based on percentage of responses, while Table 73 (Appendix A) identifies the same information for Diversified Cooperative Training teacher-coordinators. A comparison of these two tables will show that both groups of teacher-coordinators have definite ideas as to what behaviors each group feels responsible for, and the importance of those behaviors.

See Tables 70-73 in the Support Tables section (Appendix A) for additional data concerning Section III of Questionnaire II.

TABLE 6

PERCEPTION OF RESPONSIBILITY DISTRIBUTION

QUESTIONNAIRE II SECTION III

* The following numbers are used to identify the column headings:

1 NOT APPLICABLE TO MY PROGRAM
2 MY SOLE RESPONSIBILITY
3 MINE AND SOMEONE ELSE'S RESPONSIBILITY
4 SOMEONE ELSE'S SOLE RESPONSIBILITY
5 NO RESPONSE

	1		2		3		4		5	
	#	%	#	%	#	%	#	%	#	%
1. Make sure the program is operating within the legal boundaries prescribed by child labor laws										
WE	1	3.4	16	55.1	11	37.9			1	3.4
DCT			18	62.0	11	37.9				
2. Conduct community surveys to determine employment needs										
WE	4	13.7	12	41.3	11	37.9	1	3.4	1	3.4
DCT	2	6.8	11	37.9	14	48.2	2	6.8		
3. Secure union input or services for the program										
WE	15	51.7	7	24.1	4	13.7	2	6.8	1	3.4
DCT	11	37.9	11	37.9	3	10.3	3	10.3	1	3.4
4. Identify and recommend sources of occupational information for the school population										
WE	2	6.8	8	27.5	15	51.7	3	10.3	1	3.4
DCT	2	6.8	4	13.7	20	68.9	2	6.8	1	3.4

	1		2		3		4		5	
	#	%	#	%	#	%	#	%	#	%
5. Keep abreast of personal liabilities evolving from program management										
WE	1	3.4	3	10.3	7	24.1			1	3.4
DCT	4	13.7	20	68.9	4	13.7	1	3.4		
6. Make sure that there are sufficient numbers of students enrolled in the program										
WE			15	51.7	12	41.3	1	3.4	1	3.4
DCT			20	68.9	9	31.0				
7. Keep records of all data necessary to verify compliance with state accreditation standards										
WE	2	6.8	24	82.7	2	6.8			1	3.4
DCT	1	3.4	23	79.3	5	17.2				
8. Secure data concerning program to use in promotional activities										
WE	2	6.8	19	65.5	7	24.1			1	3.4
DCT	4	13.7	19	65.5	5	17.2			1	3.4
9. Investigate and use the services and resources provided by cooperative education professional organizations										
WE	2	6.8	22	75.8	4	13.7			1	3.4
DCT	1	3.4	23	79.3	3	10.3			2	6.8
10. Operate the program within the guidelines recommended by the state department										
WE			21	72.4	7	24.1			1	3.4
DCT			16	55.1	10	34.4	1	3.4	2	6.8
11. Follow the state and county channels of authority when making requests										
WE			17	58.6	9	31.0	2	6.8	1	3.4
DCT			23	79.3	5	17.2			1	3.4

		1		2		3		4		5	
		#	%	#	%	#	%	#	%	#	%
12. Find out what the role (responsibilities, duties) of state and county leaders are											
	WE	1	3.4	19	65.5	7	24.1			2	6.8
	DCT	2	6.8	16	55.1	7	24.1	3	10.3	1	3.4
13. Make curriculum changes for the program											
	WE			9	31.0	19	65.5			1	3.4
	DCT			11	37.9	13	44.8	5	17.2		
14. Identify and secure community resources for classroom use											
	WE			25	86.2	3	10.3			1	3.4
	DCT			17	58.6	11	37.9			1	3.4
15. Conduct student follow-up studies and keep permanent data on file											
	WE			22	75.8	4	13.7	1	3.4	2	6.8
	DCT	1	3.4	13	44.8	12	41.3	2	6.8	1	3.4
16. Make the final decision on student acceptance into the program											
	WE			21	72.4	6	20.6			2	6.8
	DCT			26	89.6	3	10.3				
17. Write training plans for each student in the program											
	WE	4	13.7	19	65.5	3	10.3			3	10.3
	DCT			22	75.8	6	20.6			1	3.4
18. Determine the number of on-the-job visitations that should be made											
	WE			24	82.7	3	10.3			2	6.8
	DCT			27	93.1	2	6.8				

	1		2		3		4		5	
	#	%	#	%	#	%	#	%	#	%
19. Counsel students in the program										
WE			17	58.6	10	34.4			2	6.8
DCT			21	72.4	8	27.5				
20. Promote the program										
WE			15	51.7	11	37.9	1	3.4	2	6.8
DCT			18	62.0	11	37.9				
21. Conduct pre and post assessment studies for each student in the program										
WE	2	6.8	21	72.4	4	13.7			2	6.8
DCT			22	75.8	3	10.3	2	6.8	2	6.8
22. Find the training stations the students will use to gain "work" experience										
WE	1	3.4	22	75.8	4	13.7			2	6.8
DCT			22	75.8	7	24.1				
23. Organize and participate in the program advisory council										
WE	4	13.7	16	55.1	7	24.1			2	6.8
DCT	1	3.4	13	44.8	10	34.4	3	10.3	3	10.3
24. Determine the appropriateness of home visits										
WE			26	89.6	1	3.4			2	6.8
DCT			27	93.1	1	3.4	1	3.4		
25. Determine the number of "work" experiences the students should have										
WE			21	72.4	6	20.6			2	6.8
DCT	1	3.4	20	68.9	8	27.5				

	1		2		3		4		5	
	#	%	#	%	#	%	#	%	#	%
26. Determine the most appropriate instructional techniques for classroom use										
VE			27	93.1	1	3.4			1	3.4
DCT			25	86.2	4	13.7				
27. Keep up-to-date files of current instructional materials and/or equipment										
VE	1	3.4	23	79.3	4	13.7			1	3.4
DCT	1	3.4	21	72.4	6	20.6			1	3.4
28. Organize, support, and participate in club functions										
VE	13	44.8	11	37.9	2	6.8	1	3.4	2	6.8
DCT			20	68.9	9	31.0				
29. Decide if the services of the school personnel would benefit the students in the program										
VE	1	3.4	21	72.4	6	20.6			1	3.4
DCT			18	62.0	9	31.0			2	6.8
30. Involve business community personnel/services in the program										
VE	1	3.4	19	65.5	9	27.5			1	3.4
DCT			20	68.9	8	27.5			1	3.4
31. Provide data necessary to determine content for state and county in-service meetings, workshops, etc.										
VE	2	6.8	15	51.7	9	31.0	2	6.8	1	3.4
DCT	5	17.2	1	3.4	15	51.7	5	17.2	3	10.3
32. Arrange activities outside the normal school setting and time frame that are conducive to learning										
VE	2	6.8	21	72.4	4	13.7			2	6.8
DCT			24	82.7	3	10.3	1	3.4	1	3.4

IMPLICATIONS

1. The postulates provide the foundation upon which to systematically build a solid theoretical base for Work Experience and Diversified Cooperative Training programs. Furthermore, these postulates hold implications for all Cooperative Education research.
2. Any attempt to utilize the accepted postulates as operant principles for both programs must be based upon the recognition that adherence to those principles is likely to involve different coordinator behaviors.
3. While there may be common acceptance of certain concepts/elements, the degree of emphasis placed upon those concepts/elements by teacher-coordinators will vary according to program and therefore would suggest varying materials/activities.
4. Most of the competencies needed by teacher-coordinators in both programs can be developed simultaneously.
5. Teacher-coordinators in both programs are failing to utilize the cooperative theory of education in program management. This study does not explicitly treat why this failure exists.

RECOMMENDATIONS

Specific recommendations are that:

1. All thirteen postulates should be subjected to additional study so as to begin a conversion process which will produce sound operant principles.
2. Further study should be directed toward developing a more complete and precise delineation of concepts complementing the accepted postulates for each program.
3. Teacher educators should present instructional materials related to common basic concepts according to the priorities of those concepts/elements as perceived by the teacher-coordinators.
4. Curriculums developed for both groups of Cooperative Vocational coordinators need to test the competencies which are either addressed or identified in this study and in a collaborative way. Who should collaborate and to what extent is only implied in the study.
5. Class membership should include both Work Experience and Diversified Cooperative Training teacher-coordinators in a "now and there" setting rather than a "then and here" (University class) setting so typical in teacher preparation models.
6. Teacher-coordinators in both programs should be made aware of the advantages of utilizing personnel/services available to them.
7. Efforts should be made to clarify the teacher-coordinators' role conceptualization.

General recommendations are that:

1. A statistical analysis be conducted on those postulates, concepts/elements, and competencies identified in the findings to determine

if there is a significant difference as perceived by teacher-coordinators in the event that the data is to be used beyond the intent of the original consumers, i.e. teacher educator use in the State of Florida.

2. Phase II of this project should be implemented with the following specific objectives:
    a. Assimilate whatever instructional materials and activities are available for each competency identified
    b. Design pre/post assessment instruments to accompany each competency identified for which the materials and activities now exist
    c. Subject each competency with accompanying instructional materials and activities (instructional models) to at least one form of field testing by in-service teacher-coordinators
    d. Recommend possible model for dissemination of all acceptable instructional models
3. Phase III of this project as suggested in the introduction should be reassessed after the completion of Phase II since some steps in both Phases II and III might be going on simultaneously.

NOTES

1. Attachment B, Project Proposal # C4 015, "Common and Unique Teaching Competencies as Perceived by Work Experience and Diversified Cooperative Training Teacher-Coordinators in the State of Florida," (from September 1, 1974 to June 30, 1975). Submitted to: Division of Vocational/Technical and Adult Education, Diversified Occupations Section, Tallahassee, Florida.
2. ERIC Publication, Review and Synthesis of Research on Cooperative Vocational Education, ERIC Research Series Number 60 (VT 010 859, 1970), p. 3.
3. ERIC Publication, Review and Synthesis of Research on Cooperative Vocational Education, pp. 89f.

APPENDIX A

SUPPORT TABLES DESCRIPTION

All the Support Tables in this Appendix are divided into groups, according to the questionnaire and section from which the data was derived. Each group of tables will be preceeded by descriptions of the individual tables within that group which relate to the particular questionnaire section under consideration. The reader is encouraged to examine the actual questionnaire copy presented in the Appendix prior to studying the data presented on the tables.

QUESTIONNAIRE I (APPENDIX C)

SECTION A

Table 7	"Postulate Value Assessment" shows the number and percentage of responses by all four groups to each of the postulates. On this table, the vital and important categories are combined and the moderately important and unimportant categories are combined.
Table 8	"'Vital' Postulate Ordering" places those postulates given a vital assessment in order based on the percentage of responses for each of the four groups.
Table 9	"'Important' Postulate Ordering" places those postulates given an important assessment in order based on the percentage of responses for each of the four groups.
Table 10	"'Vital + Important' Postulate Ordering" places those postulates given a vital and/or important assessment in order based on the percentage of combined responses for each of the four groups.
Table 11	"Ordering of Accepted Postulates." This table is divided into Priority 1, 2, and 3 categories. A Priority 1 postulate received a vital assessment by a minimum of 50% of the respondents in each of the four groups. A Priority 2 postulate received an important assessment by the same minimum percentage. A Priority 3 postulate received the minimum percentage listed above when the vital and important responses were combined. Therefore, any postulate which received a minimum of 50% response as vital and/or important is classified as accepted. This table orders those accepted postulates based on the percentage of responses for each of the four groups.
Table 12	"Group Combinations, 'Vital'Postulate Assessment" shows the percentage of vital responses to the thirteen postulates based on various group combinations.
Table 13	"Group Combinations, 'Important' Postulate Assessment" shows the percentage of important responses to the thirteen postulates based on various group combinations.
Table 14	"Group Combinations, 'Vital + Important' Postulate Assessment" shows the percentage of vital + important responses to the thirteen postulates based on various group combinations.
Table 15	"Ordering of Accepted Postulates (Priority 1)" places those postulates given a Priority 1 assessment in order based on the percentage of responses from various group combinations.

Table 16	"Ordering of Accepted Postulates (Priority 2)" places those postulates given a Priority 2 assessment in order based on the percentage of responses from various group combinations.
Table 17	"Ordering of Accepted Postulates (Priority 3)" places those postulates given a Priority 3 assessment in order based on the percentage of responses from various group combinations.
Table 18	"Summary of Accepted Priority 1, 2, and 3 Postulates" is a checklist of accepted postulates from various group combinations categorized under the appropriate Priority column.

TABLE 7

POSTULATE VALUE ASSESSMENT

QUESTIONNAIRE I SECTION A

POSTULATE	GROUP	VITAL + IMPORTANT #	VITAL + IMPORTANT %	MODERATELY IMPORTANT + UNIMPORTANT #	MODERATELY IMPORTANT + UNIMPORTANT %	NO RESPONSE #	NO RESPONSE %
I. EFFECTIVE PROGRAM OPERATION REQUIRES A CLEAR CONCEPTUALIZED ROLE AS PERCEIVED BY THE TEACHER-COORDINATOR							
	WEB	13	100.0				
	DCTB	12	100.0				
	WES	100	98.0	1	.9	1	.9
	DCTS	99	97.0	1	.9	2	1.9
II. SUCCESSFUL PROGRAM OPERATION REQUIRES UTILIZATION OF SERVICES/PERSONNEL OF COUNTY AND STATE VOCATIONAL LEADERSHIP							
	WEB	11	84.6	1	7.6	1	7.6
	DCTB	6	50.0	6	50.0		
	WES	73	71.5	27	26.4	2	1.9
	DCTS	70	68.6	30	29.4	2	1.9
III. THE TEACHER-COORDINATOR'S BEHAVIOR AND ATTITUDE IS REFLECTED IN THE BEHAVIOR AND ATTITUDE OF HIS STUDENTS							
	WEB	13	100.0				
	DCTB	12	100.0				
	WES	92	90.1	7	6.8	3	2.9
	DCTS	100	98.0	2	1.9		

POSTULATE	GROUP	VITAL + IMPORTANT		MODERATELY IMPORTANT + UNIMPORTANT		NO RESPONSE	
		#	%	#	%	#	%
IV. EFFECTIVELY OPERATING PROGRAMS ARE STRUCTURED IN ACCORDANCE WITH STATE AND COUNTY STANDARDS AND GUIDELINES							
	WEB	12	92.3	1	7.6		
	DCTB	10	83.3	2	16.6		
	WES	76	74.5	25	24.5	1	.9
	DCTS	85	83.3	14	13.7	3	2.9
V. ACCURATE ASSESSMENT/EVALUATION IS DEPENDENT ON DATA COOPERATIVELY GATHERED FROM ALL PERSONNEL INVOLVED WITH THE PROGRAM ELEMENT BEING ASSESSED/EVALUATED							
	WEB	13	100.0				
	DCTB	8	66.6	3	25.0	1	8.3
	WES	80	78.4	18	17.6	4	3.9
	DCTS	79	77.4	18	17.6	5	4.9
VI. GOOD STUDENT LEARNING EXPERIENCES ARE NOT RESTRICTED TO THE FORMAL SCHOOL SETTING AND TIME SCHEDULE AND INCLUDE TEACHER-COORDINATOR INVOLVEMENT							
	WEB	11	84.6	2	15.3		
	DCTB	10	83.3	2	16.6		
	WES	81	79.4	19	18.6	2	1.9
	DCTS	82	80.3	16	15.6	4	3.9
VII. RELEVANT CURRICULUM IS THAT WHICH IS ATTUNED TO INDIVIDUAL NEEDS OF STUDENTS							
	WEB	13	100.0				
	DCTB	12	100.0				
	WES	97	95.0	2	1.9	3	2.9
	DCTS	94	92.1	4	3.9	4	3.9

POSTULATE	GROUP	VITAL + IMPORTANT #	VITAL + IMPORTANT %	MODERATELY IMPORTANT + UNIMPORTANT #	MODERATELY IMPORTANT + UNIMPORTANT %	NO RESPONSE #	NO RESPONSE %
VIII. COMMUNITY ELEMENTS (BUSINESS, SOCIAL INSTITUTIONS) AND COOPERATIVE EDUCATION PROGRAMS JOINTLY ASSUME RESPONSIBILITY FOR PREPARING STUDENTS TO BECOME CONTRIBUTING FACTORS IN THE GROWTH AND DEVELOPMENT OF THE COMMUNITY							
	WEB	11	84.6			2	15.3
	DCTB	8	66.6	2	16.6	2	16.6
	WES	87	85.2	13	12.7	2	1.9
	DCTS	84	82.3	10	9.8	8	7.8
IX. CLEARLY DEFINED TRAINING PLANS FOR A STUDENT'S VOCATIONAL EXPERIENCES SUPERPOSE SUCCESSFUL PROGRAM OPERATION							
	WEB	8	61.5	3	23.0	2	15.3
	DCTB	7	58.3	4	33.3	1	8.3
	WES	69	67.6	26	25.4	7	6.8
	DCTS	61	59.8	33	32.3	8	7.8
X. ON-THE-JOB SUPERVISION PROVIDES ENLIGHTENING DATA NECESSARY FOR DETERMINING ELEMENTS OF A PROGRAM THAT NEED MODIFYING							
	WEB	11	84.6			2	15.3
	DCTB	9	75.0	2	16.6	1	8.3
	WES	94	92.1	6	5.8	2	1.9
	DCTS	90	88.2	8	7.8	4	3.9
XI. EFFECTIVE PROMOTIONAL TECHNIQUES WILL INSURE PROGRAM SUPPORT							
	WEB	10	76.9	1	7.6	2	15.3
	DCTB	12	100.0				
	WES	88	86.2	8	7.8	6	5.9
	DCTS	86	84.3	9	8.8	7	6.8

POSTULATE	GROUP	VITAL + IMPORTANT		MODERATELY IMPORTANT + UNIMPORTANT		NO RESPONSE	
		#	%	#	%	#	%
XII.	A DIVERSITY OF "JOBS" WITHIN THE DURATION OF A PROGRAM OFFERS MORE MEANINGFUL WORK EXPERIENCES FOR STUDENTS						
	WEB	5	38.4	6	46.1	2	15.3
	DCTB	5	41.6	5	41.6	2	16.6
	WES	51	50.0	47	46.0	4	3.9
	DCTS	55	53.9	39	38.2	8	7.8
XIII.	COOPERATIVE EDUCATION PROGRAMS HAVE A RESPONSIBILITY OF PROVIDING STUDENTS WITH LEARNING EXPERIENCES THAT DEVELOP VOCATIONAL (JOB) SKILLS						
	WEB	11	84.6	1	7.6	1	7.6
	DCTB	8	66.6	3	25.0	1	8.3
	WES	82	80.3	15	14.7	5	4.9
	DCTS	88	86.2	5	4.9	9	8.8

TABLE 8

"VITAL" POSTULATE ORDERING

QUESTIONNAIRE I SECTION A

WORK EXPERIENCE BASE

ORDER	#	%	POSTULATE
1	12	92.3	I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
2	10	76.9	IV. Effectively operating programs are structured in accordance with state and county standards and guidelines
			VII. Relevant curriculum is that which is attuned to individual needs of students
			XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills
3	9	69.2	III. The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students
4	8	61.5	II. Successful program operation requires utilization of services/personnel of county and state vocational leadership
			XI. Effective promotional techniques will insure program support
5	5	38.4	VIII. Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community
6	4	30.7	V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated

ORDER	#	%	POSTULATE
7	3	23.0	VI. Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement
			X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
8	1	7.6	IX. Clearly defined training plans for a student's vocational experiences superpose successful program operation
			XII. A diversity of "jobs" within the duration of a program offers more meaningful work experiences for students

DIVERSIFIED COOPERATIVE TRAINING BASE

ORDER	#	%	POSTULATE
1	10	83.3	I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
			VII. Relevant curriculum is that which is attuned to individual needs of students
2	9	75.0	III. The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students
3	7	58.3	XI. Effective promotional techniques will insure program support
4	6	50.0	VIII. Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community
			XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills

ORDER	#	%	POSTULATE
5	5	41.6	IV. Effectively operating programs are structured in accordance with state and county standards and guidelines
			VI. Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement
6	3	25.0	II. Successful program operation requires utilization of services/personnel of county and state vocational leadership
			X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
7	2	16.6	V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated
			XII. A diversity of "jobs" within the duration of a program offers more meaningful work experiences for students
8	1	8.3	IX. Clearly defined training plans for a student's vocational experiences superpose successful program operation

WORK EXPERIENCE SAMPLE

ORDER	#	%	POSTULATE
1	72	70.5	I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
2	68	66.6	VII. Relevant curriculum is that which is attuned to individual needs of students
3	60	58.8	III. The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students

ORDER	#	%	POSTULATE
4	50	49.0	X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
5	47	46.0	XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills
6	41	40.9	XI. Effective promotional techniques will insure program support
7	35	34.3	VI. Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement
8	31	30.3	VIII. Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community
9	26	25.4	IV. Effectively operating programs are structured in accordance with state and county standards and guidelines
10	21	20.5	II. Successful program operation requires utilization of services/personnel of county and state vocational leadership
11	20	19.6	V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated
12	18	17.6	IX. Clearly defined training plans for a student's vocational experiences superpose successful program operation
13	8	7.6	XII. A diversity of "jobs" within the duration of a program offers more meaningful work experiences for students

DIVERSIFIED COOPERATIVE TRAINING SAMPLE

ORDER	#	%		POSTULATE
1	76	74.5	I.	Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
2	64	62.7	III.	The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students
			VII.	Relevant curriculum is that which is attuned to individual needs of students
3	52	50.9	XI.	Effective promotional techniques will insure program support
4	48	47.0	XIII.	Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills
5	39	38.2	VIII.	Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community
6	34	33.3	VI.	Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement
7	30	29.4	X.	On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
8	29	28.4	IV.	Effectively operating programs are structured in accordance with state and county standards and guidelines
9	24	23.5	II.	Successful program operation requires utilization of services/personnel of county and state vocational leadership

ORDER	#	%		POSTULATE
10	23	22.5	V.	Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated
11	16	15.6	IX.	Clearly defined training plans for a student's vocational experiences superpose successful program operation
12	14	13.7	XII.	A diversity of "jobs" within the duration of a program offers more meaningful work experiences for students

TABLE 9

"IMPORTANT" POSTULATE ORDERING

QUESTIONNAIRE I SECTION A

WORK EXPERIENCE BASE

ORDER	#	%		POSTULATE
1	9	69.2	V.	Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated
2	8	61.5	VI.	Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement
			X.	On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
3	7	53.8	IX.	Clearly defined training plans for a student's vocational experiences superpose successful program operation
4	6	46.1	VIII.	Community elements(business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community
5	4	30.7	III.	The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students
			XII.	A diversity of "jobs" within the duration of a program offers more meaningful work experiences for students

ORDER	#	%	POSTULATE
6	3	23.0	II. Successful program operation requires utilization of services/personnel of county and state vocational leadership
			VII. Relevant curriculum is that which is attuned to individual needs of students
7	2	15.3	IV. Effectively operating programs are structured in accordance with state and county standards and guidelines
			XI. Effective promotional techniques will insure program support
8	1	7.6	I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
			XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational job skills

DIVERSIFIED COOPERATIVE TRAINING BASE

ORDER	#	%	POSTULATE
1	6	50.0	V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated
			IX. Clearly defined training plans for a student's vocational experiences superpose successful program operation
			X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
2	5	41.6	IV. Effectively operating programs are structured in accordance with state and county standards and guidelines

ORDER	#	%	POSTULATE
			VI. Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement
			XI. Effective promotional techniques will insure program support
3	3	25.0	II. Successful program operation requires utilization of services/personnel of county and state vocational leadership
			III. The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students
			XII. A diversity of "jobs" within the duration of a program offers more meaningful work experiences for students
4	2	16.6	I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
			VII. Relevant curriculum is that which is attuned to individual needs of students
			VIII. Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community
			XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills

WORK EXPERIENCE SAMPLE

ORDER	#	%	POSTULATE
1	60	58.8	V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated
2	56	54.9	VIII. Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community
3	52	50.9	II. Successful program operation requires utilization of services/personnel of county and state vocational leadership
4	51	50.0	IX. Clearly defined training plans for a student's vocational experiences superpose successful program operation
5	50	49.0	IV. Effectively operating programs are structured in accordance with state and county standards and guidelines
6	47	46.0	XI. Effective promotional techniques will insure program support
7	46	45.0	VI. Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement
8	44	43.1	X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
9	43	42.1	XII. A diversity of "jobs" within the duration of a program offers more meaningful work experiences for students
10	35	34.3	XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills
11	32	31.3	III. The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students

ORDER	#	%	POSTULATE
12	29	28.4	VII. Relevant curriculum is that which is attuned to individual needs of students
13	28	27.4	I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator

DIVERSIFIED COOPERATIVE TRAINING SAMPLE

ORDER	#	%	POSTULATE
1	60	58.8	X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
2	56	54.9	IV. Effectively operating programs are structured in accordance with state and county guidelines and standards
			V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated
3	48	47.0	VI. Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement
4	46	45.0	II. Successful program operation requires utilization of services/personnel of county and state vocational leadership
5	45	44.1	VIII. Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community
6	41	40.1	XII. A diversity of "JOBS" within the duration of a program offers more meaningful work experiences for students
7	40	39.2	XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills

ORDER	#	%	POSTULATE
8	36	35.2	III. The teacher-coordinator's behavior and attitude is reflected in the behavior and attitudes of his students
9	34	33.3	XI. Effective promotional techniques will insure program support
10	30	29.4	VII. Relevant curriculum is that which is attuned to individual needs of students
11	23	22.5	I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator

TABLE 10

"VITAL + IMPORTANT" POSTULATE ORDERING

QUESTIONNAIRE I SECTION A

WORK EXPERIENCE BASE				
ORDER	#	%		POSTULATE
1	13	100.0	I.	Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
			III.	Teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students
			V.	Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated
			VII.	Relevant curriculum is that which is attuned to individual needs of students
2	12	92.3	IV.	Effectively operating programs are structured in accordance with state and county standards and guidelines
3	11	84.6	II.	Successful program operation requires utilization of services/personnel of county and state vocational leadership
			VI.	Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement
			VIII.	Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community

ORDER	#	%	POSTULATE
			X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
			XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills
4	10	76.9	XI. Effective promotional techniques will insure program support
5	8	61.5	IX. Clearly defined training plans for a student's vocational experiences superpose successful program operation
6	5	38.4	XII. A diversity of "jobs" within the duration of a program offers more meaningful work experiences for students

DIVERSIFIED COOPERATIVE TRAINING BASE

ORDER	#	%	POSTULATE
1	12	100.0	I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
			III. The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students
			VII. Relevant curriculum is that which is attuned to individual needs of students
			XI. Effective promotional techniques will insure program support
2	10	83.3	VI. Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement

ORDER	#	%	POSTULATE
			IV. Effectively operating programs are structured in accordance with state and county standards and guidelines
3	9	75.0	X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
4	8	66.6	V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated
			VIII. Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community
			XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills
5	7	58.3	IX. Clearly defined training plans for a student's vocational experiences superpose successful program operation
6	6	50.0	II. Successful program operation requires utilization of services/personnel of county and state vocational leadership
7	5	41.6	XII. A diversity of "jobs" within the duration of a program offers more meaningful work experiences for students

WORK EXPERIENCE SAMPLE

ORDER	#	%	POSTULATE
1	100	98.0	I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
2	97	95.0	VII. Relevant curriculum is that which is attuned to individual needs of students

ORDER	#	%		POSTULATE
3	94	92.1	X.	On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
4	92	90.1	III.	The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students
5	88	86.2	XI.	Effective promotional techniques will insure program support
6	87	85.2	VIII.	Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community
7	82	80.3	XIII.	Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills
8	81	79.4	VI.	Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement
9	80	78.4	V.	Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated
10	76	74.5	IV.	Effectively operating programs are structured in accordance with state and county standards and guidelines
11	73	71.5	II.	Successful program operation requires utilization of services/personnel of county and state vocational leadership
12	69	67.6	IX.	Clearly defined training plans for a student's vocational experiences superpose successful program operation
13	51	50.0	XII.	A diversity of "jobs" within the duration of a program offers more meaningful work experiences for students

DIVERSIFIED COOPERATIVE TRAINING SAMPLE

ORDER	#	%	POSTULATE
1	100	98.0	III. The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students
2	99	97.0	I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
3	94	92.1	VII. Relevant curriculum is that which is attuned to individual needs of students
4	90	88.2	X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
5	88	86.2	XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills
6	86	84.3	XI. Effective promotional techniques will insure program support
7	85	83.3	IV. Effectively operating programs are structured in accordance with state and county-standards and guidelines
8	84	82.3	VIII. Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community
9	82	80.3	VI. Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement
10	79	77.4	V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated
11	70	68.6	II. Successful program operation requires utilization of services/personnel of county and state vocational leadership

ORDER	#	%	POSTULATE
12	61	59.8	IX. Clearly defined training plans for a student's vocational experiences superpose successful program operation
13	55	53.9	XII. A diversity of "jobs" within the duration of a program offers more meaningful work experiences for students

TABLE 11

ORDERING OF ACCEPTED POSTULATES

QUESTIONNAIRE I SECTION A

POSTULATE	PRIORITY 1 ORDER VITAL				PRIORITY 2 ORDER IMPORTANT				PRIORITY 3 ORDER VITAL-IMPORTANT			
	WEB	DCTB	WES	DCTS	WEB	DCTB	WES	DCTS	WEB	DCTB	WES	DCTS
I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator	1	1	1	1					1	1	1	2
II. Successful program operation requires utilization of services/personnel of county and state vocational leadership	4						3		3	6	11	11
III. The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students	3	2	3	2					1	1	4	1
IV. Effectively operating programs are structured in accordance with state and county standards and guidelines	2							2	2	2	10	7
V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated					1	1	1	2	1	4	9	10

POSTULATE	PRIORITY 1 ORDER VITAL				PRIORITY 2 ORDER IMPORTANT				PRIORITY 3 ORDER VITAL-IMPORTANT			
	WEB	DCTB	WES	DCTS	WEB	DCTB	WES	DCTS	WEB	DCTB	WES	DCTS
VI. Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement					2				3	2	8	9
VII. Relevant curriculum is that which is attuned to individual needs of students	2	1	2	2					1	1	2	3
VIII. Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community		4					2		3	4	6	8
IX. Clearly defined training plans for a student's vocational experiences superpose successful program operation					3	1	4		5	5	12	12
X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying					2	1		1	3	3	3	4
XI. Effective promotional techniques will insure program support	4	3		3					4	1	5	6
XII. A diversity of "jobs" within the duration of a program offers more meaningful work experiences for students											13	13

POSTULATE	PRIORITY 1 ORDER VITAL				PRIORITY 2 ORDER IMPORTANT				PRIORITY 3 ORDER VITAL-IMPORTANT			
	WEB	DCTB	WES	DCTS	WEB	DCTB	WES	DCTS	WEB	DCTB	WES	DCTS
XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills	2	4							3	4	7	5

TABLE 12

GROUP COMBINATIONS, "VITAL" POSTULATE ASSESSMENT

QUESTIONNAIRE I SECTION A

POSTULATE

I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
80%	88%	81%	79%

II. Successful program operation requires utilization of services/personnel of county and state vocational leadership

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
33%	43%	41%	24%

III. The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
66%	72%	64%	69%

POSTULATE

IV. Effectively operating programs are structured in accordance with state and county standards and guidelines

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
43%	59%	51%	35%

V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
22%	24%	25%	20%

VI. Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
33%	32%	29%	37%

VII. Relevant curriculum is that which is attuned to individual needs of students

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
72%	80%	72%	73%

VIII. Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
39%	44%	34%	44%

IX. Clearly defined training plans for a student's vocational experiences superpose successful program operation

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
12%	8%	13%	12%

X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
32%	24%	36%	27%

XI. Effective promotional techniques will insure program support

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
53%	60%	51%	55%

XII. A diversity of "jobs" within the duration of a program offers more meaningful work experiences for students

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
11%	12%	8%	15%

XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
55%	63%	61%	49%

TABLE 13

GROUP COMBINATIONS, "IMPORTANT" POSTULATE ASSESSMENT

QUESTIONNAIRE I SECTION A

POSTULATE

I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
19%	12%	18%	20%

II. Successful program operation requires utilization of services/personnel of county and state vocational leadership

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
36%	24%	37%	35%

III. The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
31%	28%	31%	30%

POSTULATE

IV. Effectively operating programs are structured in accordance with state and county standards and guidelines

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
40%	28%	32%	48%

V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
58%	60%	64%	52%

VI. Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
49%	52%	53%	44%

VII. Relevant curriculum is that which is attuned to individual needs of students

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
24%	20%	26%	23%

POSTULATE

VIII. Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
40%	31%	51%	30%

IX. Clearly defined training plans for a student's vocational experiences superpose successful program operation

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
49%	52%	52%	47%

X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
53%	56%	52%	54%

XI. Effective promotional techniques will insure program support

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
34%	28%	31%	37%

POSTULATE

XII. A diversity of jobs within the duration of a program offers more meaningful work experiences for students

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
34%	28%	36%	33%

XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
24%	12%	21%	28%

TABLE 14

GROUP COMBINATIONS, "VITAL + IMPORTANT" POSTULATE ASSESSMENT

QUESTIONNAIRE I SECTION A

POSTULATE

I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator

WEB DCTB WES WES	WEB DCTB	WEB WES	DCTB DCTS
99%	100%	99%	98%

II. Successful program operation requires utilization of services/personnel of county and state vocational leadership

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
69%	67%	78%	59%

III. The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
97%	100%	95%	99%

IV. Effectively operating programs are structured in accordance with state and county standards and guidelines

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
83%	88%	83%	83%

V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
81%	83%	89%	72%

VI. Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
82%	84%	82%	82%

VII. Relevant curriculum is that which is attuned to individual needs of students

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
97%	100%	97%	96%

VIII. Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
80%	76%	85%	74%

IX. Clearly defined training plans for a student's vocational experiences superpose successful program operation

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
62%	60%	65%	59%

X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
85%	80%	88%	82%

XI. Effective promotional techniques will insure program support

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
87%	88%	82%	92%

XII. A diversity of "jobs" within the duration of a program offers more meaningful work experiences for students

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
46%	40%	44%	48%

XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills

WEB DCTB WES DCTS	WEB DCTB	WEB WES	DCTB DCTS
79%	76%	82%	76%

TABLE 15

ORDERING OF ACCEPTED POSTULATES (PRIORITY 1)

QUESTIONNAIRE I SECTION A

(WEB-DCTB-WES-DCTS)

ORDER	%	POSTULATE	
1	80	I.	Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
2	72	VII.	Relevant curriculum is that which is attuned to individual needs of students
3	66	III.	The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students
4	55	XIII.	Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills
5	53	XI.	Effective promotional techniques will insure program support

(WEB-DCTB)

ORDER	%	POSTULATE	
1	88	I.	Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
2	80	VII.	Relevant curriculum is that which is attuned to individual needs of students

ORDER	%	POSTULATE
3	72	III. The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students
4	63	XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills
5	60	XI. Effective promotional techniques will insure program support
6	59	IV. Effectively operating programs are structured in accordance with state and county standards and guidelines

(WEB-WES)

ORDER	%	POSTULATE
1	81	I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
2	72	VII. Relevant curriculum is that which is attuned to individual needs of students
3	64	III. The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students
4	61	XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills
5	51	IV. Effectively operating programs are structured in accordance with the state and county standards and guidelines
		XI. Effective promotional techniques will insure program support

(DCTB-DCTS)

ORDER	%	POSTULATE
1	79	I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
2	73	VII. Relevant curriculum is that which is attuned to individual needs of students
3	69	III. The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students
4	55	XI. Effective promotional techniques will insure program support

TABLE 16

ORDERING OF ACCEPTED POSTULATES (PRIORITY 2)

QUESTIONNAIRE I SECTION A

(WEB-DCTB-WES-DCTS)

ORDER	%	POSTULATE
1	58	V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated
2	53	X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying

(WEB-DCTB)

ORDER	%	POSTULATE
1	60	V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated
2	56	X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
3	52	VI. Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement
		IX. Clearly defined training plans for a student's vocational experiences superpose successful program operation

(WEB-WES)

ORDER	%	POSTULATE
1	64	V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated
2	53	VI. Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement
3	52	IX. Clearly defined training plans for a student's vocational experiences superpose successful program operation
		X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
4	51	VIII. Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community

(DCTB-DCTS)

ORDER	%	POSTULATE
1	54	X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
2	52	V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated

TABLE 17

ORDERING OF ACCEPTED POSTULATES (PRIORITY 3)

QUESTIONNAIRE I SECTION A

(WEB-DCTB-WES-DCTS)

ORDER	%	POSTULATE	
1	99	I.	Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
2	97	II.	The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students
		VII.	Relevant curriculum is that which is attuned to individual needs of students
3	87	XI.	Effective promotional techniques will insure program support
4	85	X.	On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
5	83	IV.	Effectively operating programs are structured in accordance with state and county standards and guidelines
6	82	VI.	Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement
7	81	V.	Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated
8	80	VIII.	Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community

ORDER	%		POSTULATE
9	79	XIII.	Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills
10	69	II.	Successful program operation requires utilization of services/personnel of county and state vocational leadership
11	62	IX.	Clearly defined training plans for a student's vocational experiences superpose successful program operation

(WEB-DCTB)

ORDER	%		POSTULATE
1	100	I.	Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
		III.	The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students
		VII.	Relevant curriculum is that which is attuned to individual needs of students
2	88	IV.	Effectively operating programs are structured in accordance with state and county standards and guidelines
		XI.	Effective promotional techniques will insure program support
3	84	VI.	Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement
4	83	V.	Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated

ORDER	%		POSTULATE
5	80	X.	On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
6	76	VIII.	Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community
		XIII.	Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills
7	67	II.	Successful program operation requires utilization of services/personnel of county and state vocational leadership
8	60	IX.	Clearly defined training plans for a student's vocational experiences superpose successful program operation

(WEB-WES)

ORDER	%		POSTULATE
1	99	I.	Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
2	97	VII.	Relevant curriculum is that which is attuned to the individual needs of students
3	95	III.	The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students
4	89	V.	Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated

ORDER	Z		POSTULATE
5	88	X.	On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
6	85	VIII.	Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community
7	83	IV.	Effectively operating programs are structured in accordance with state and county standards and guidelines
8	82	VI.	Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement
		XI.	Effective promotional techniques will insure program support
		XIII.	Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills
9	78	II.	Successful program operation requires utilization of services/personnel of county and state vocational leadership
10	65	IX.	Clearly defined training plans for a student's vocational experiences superpose successful program operation

(DCTB-DCTS)

ORDER	Z		POSTULATE
1	99	III.	The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students

ORDER	%	POSTULATE
2	98	I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator
3	96	VII. Relevant curriculum is that which is attuned to individual needs of students
4	92	XI. Effective promotional techniques will insure program support
5	83	IV. Effectively operating programs are structured in accordance with state and county standards and guidelines
6	82	VI. Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement
		X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying
7	76	XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills
8	74	VIII. Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community
9	72	V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated
10	59	II. Successful program operation requires utilization of services/personnel of county and state vocational leadership
		IX. Clearly defined training plans for a student's vocational experiences superpose successful program operation

TABLE 18

SUMMARY OF ACCEPTED PRIORITY 1, 2 AND 3 POSTULATES

QUESTIONNAIRE I SECTION A

POSTULATE	WEB-DCTB WES-DCTS PRIORITY 1	WEB-DCTB WES-DCTS PRIORITY 2	WEB-DCTB WES-DCTS PRIORITY 3	WEB DCTB PRIORITY 1	WEB DCTB PRIORITY 2	WEB DCTB PRIORITY 3	WEB WES PRIORITY 1	WEB WES PRIORITY 2	WEB WES PRIORITY 3	DCTB DCTS PRIORITY 1	DCTB DCTS PRIORITY 2	DCTB DCTS PRIORITY 3
I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator	X		X	X		X	X		X	X		X
II. Successful program operation requires utilization of services/personnel of county and state vocational leadership			X			X			X			X
III. The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students	X		X	X		X	X		X	X		X
IV. Effectively operating programs are structured in accordance with state and county standards and guidelines			X	X		X	X		X			X
V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated		X	X		X	X		X	X		X	X

POSTULATE	WEB-DCTB WES-DCTS PRIORITY			WEB DCTB PRIORITY			WEB WES PRIORITY			DCTB DCTS PRIORITY		
	1	2	3	1	2	3	1	2	3	1	2	3
VI. Good student learning experiences are not restricted to the formal school setting and time schedule and include teacher-coordinator involvement			X		X	X		X	X			X
VII. Relevant curriculum is that which is attuned to individual needs of students	X		X	X		X	X		X	X		X
VIII. Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community			X			X		X	X			X
IX. Clearly defined training plans for a student's vocational experiences superpose successful program operation			X		X	X		X	X			X
X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying		X	X		X	X		X	X		X	X
XI. Effective promotional techniques will insure program support	X		X	X		X	X		X	X		X

POSTULATE	WEB-DCTB WES-DCTS PRIORITY 1	 2	 3	WEB DCTB PRIORITY 1	 2	 3	WEB WES PRIORITY 1	 2	 3	DCTB DCTS PRIORITY 1	 2	 3
XII. A diversity of "jobs" within the duration of a program offers more meaningful work experiences for students												
XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills	X		X	X		X	X		X			X

QUESTIONNAIRE I (APPENDIX C)

SECTION B

Table 19	"Ordering of Concepts/Elements" places the concepts/elements in order based on the percentage of responses for each of the four groups.
Table 20	"Concepts/Elements Not Accepted" is a checklist of unaccepted concepts/elements based on percentages below the 50% minimum for each of the four groups.
Table 21	"Response to Concepts/Elements" shows the number and percentage of responses to each concept/element based on various group combinations.
Table 22	"Ordering of Concepts/Elements" places the concepts/elements in order based on the percentage of responses from various group combinations.
Table 23	"Concepts/Elements Not Accepted" is a checklist of unaccepted concepts/elements based on percentages below the 50% minimum from various group combinations.

TABLE 19

ORDERING OF CONCEPTS/ELEMENTS

QUESTIONNAIRE I SECTION B

WORK EXPERIENCE BASE

ORDER	#	%	CONCEPT/ELEMENT
I. Check the elements you consider important for you to thoroughly understand before you are able to conceptualize your role			
1	13	100.0	LEGAL RESPONSIBILITIES
			IN-SCHOOL RESPONSIBILITIES
			COORDINATING RESPONSIBILITIES
			MORAL RESPONSIBILITIES
II. Check the state and/or county services/personnel you feel should be utilized			
1	13	100.0	STATE CONSULTANTS
			SCHOOL ADMINISTRATORS
			STATE WORKSHOPS
2	12	92.3	COUNTY SUPERVISORS
3	11	84.6	COUNTY COOPERATIVE EDUCATION MEETINGS
4	10	76.9	SCHOOL FACULTY MEETINGS
5	9	69.2	SCHOOL SERVICES PERSONNEL
III. Check the areas of teacher-student contact that offer you an opportunity to set a good example for your students			
1	13	100.0	CLASSROOM INSTRUCTION
			ON-THE-JOB SUPERVISION
2	12	92.3	DISCIPLINE
3	10	76.9	TRAINING STATION SELECTION
			NON-SCHOOL RELATED CONTACT

ORDER	#	%	CONCEPT/ELEMENT
IV.	Check the standards or guidelines you feel are necessary to utilize for an effectively operating program		
1	13	100.0	STUDENT SELECTION CRITERIA STUDENT EMPLOYMENT GUIDELINES
2	12	92.3	STATE CURRICULUM GUIDES STATE ACCREDITATION STANDARDS
3	11	84.6	PHYSICAL ENVIRONMENT STANDARDS
V.	Check the personnel you utilize most when evaluating some element of your program		
1	13	100.0	STUDENT SELF
2	12	92.3	PRINCIPAL EMPLOYER
3	10	76.9	COUNSELOR
4	7	53.8	FACULTY
VI.	Check the non-school setting you utilize for providing learning experiences for your students		
1	12	92.3	STUDENT'S HOME
2	10	76.9	CLASS SOCIALS
3	8	61.5	SPORTS EVENTS CLUB FUNCTIONS COMMUNITY ORGANIZED/SPONSORED ACTIVITIES
4	6	46.1	OWN HOME
VII.	Check the skills you feel are important for determining student needs and consequently the curriculum		
1	13	100.0	DEVELOPING DIAGNOSTIC INSTRUMENTS ADMINISTERING DIAGNOSTIC INSTRUMENTS ANALYZING DIAGNOSTIC DATA
2	11	84.6	UTILIZING DIAGNOSTIC DATA IN INSTRUCTION
3	9	69.2	FAMILIARITY WITH COMMERCIAL DIAGNOSTIC INSTRUMENTS

ORDER	#	%	CONCEPT/ELEMENT
VIII.	Check the community elements you consider important when planning or seeking advice about program operation		
1	11	84.6	PUBLIC AGENCIES
2	9	69.2	ADVISORY COUNCILS CIVIC ORGANIZATIONS
3	8	61.6	BUSINESS ORGANIZATIONS
4	6	46.1	SOCIAL AGENCIES
IX.	Check the statements that best describe your feelings about training plans		
1	9	69.2	SHOULD BE DEVELOPED BY AND AGREEABLE TO ALL PERSONS INVOLVED
2	7	53.8	SHOULD BE REQUIRED FOR ALL STUDENTS SHOULD INCLUDE EXPLICIT STATEMENTS OF RESPONSIBILITIES
3	5	38.4	SHOULD BE USED FOR SOME STUDENTS
4	1	7.6	SHOULD NOT BE USED
X.	Check the kinds of data you gather while supervising your students on-the-job		
1	11	84.6	STUDENT WEAKNESSES STUDENT STRENGTHS STUDENT PROBLEM AREAS
2	9	69.2	OVERALL EFFECTIVENESS OF TRAINING STATION
3	8	61.5	EMPLOYER/STUDENT ADHERENCE TO TRAINING PLANS
4	7	53.8	STUDENT SKILL DEVELOPMENT
XI.	Check the activities you feel encourage program support		
1	10	76.9	SPEAKING TO INDIVIDUALS
2	9	69.2	PERSONAL MEMBERSHIP IN COMMUNITY ORGANIZATIONS DISTRIBUTION OF BUSINESS CARDS

ORDER	#	%	CONCEPT/ELEMENT
3	8	61.5	PUBLIC MEDIA
			PERSONAL WRITTEN COMMUNICATIONS
4	6	46.1	SPEAKING ENGAGEMENTS

XII. Check the conditions under which you permit students to change "jobs"

1	11	84.6	IF THERE IS AN EMPLOYER/STUDENT PERSONALITY CONFLICT
2	6	46.1	ONLY IF THE STUDENT IS FIRED
3	3	23.0	AFTER THE STUDENT HAS MASTERED THE SKILLS OF HIS JOB
			ANYTIME THE STUDENT WISHES TO
4	1	7.6	ON A REGULAR PREDETERMINED BASIS

XIII. Check the curriculum elements you feel are your classroom instructional responsibility

1	12	92.3	EMPLOYABILITY SKILLS
			HUMAN RELATIONS SKILLS
2	11	84.6	COMMUNICATIONS SKILLS
			ACADEMIC SKILLS
			GENERAL STUDY SKILLS
3	10	76.9	DECISION MAKING SKILLS
4	8	61.5	VOCATIONAL (JOB) SKILLS
5	5	38.4	MANAGEMENT/PLANNING SKILLS

DIVERSIFIED COOPERATIVE TRAINING BASE

ORBER	#	%	CONCEPT/ELEMENT
I.	Check the elements you feel are important for you to thoroughly understand before you are able to conceptualize your role		
1	11	91.6	IN-SCHOOL RESPONSIBILITIES
			COORDINATING RESPONSIBILITIES
2	10	83.3	LEGAL RESPONSIBILITIES
3	9	75.0	MORAL RESPONSIBILITIES
II.	Check the state and/or county services/personnel you feel should be utilized		
1	12	100.0	STATE WORKSHOPS
2	10	83.3	COUNTY SUPERVISORS
3	9	75.0	SCHOOL ADMINISTRATORS
4	8	66.6	COUNTY COOPERATIVE EDUCATION MEETINGS
5	7	58.3	STATE CONSULTANTS
			SCHOOL SERVICES PERSONNEL
			SCHOOL FACULTY MEETINGS
III.	Check the areas of teacher-student contact that offer you an opportunity to set a good example for your students		
1	12	100.0	CLASSROOM INSTRUCTION
2	9	75.0	TRAINING STATION SELECTION
			DISCIPLINE
3	8	66.6	ON-THE-JOB SUPERVISION
			NON-SCHOOL RELATED CONTACT

ORDER	#	%	CONCEPT/ELEMENT
IV. Check the standards or guidelines you feel are necessary to utilize for an effectively operating program			
1	11	91.6	STATE CURRICULUM GUIDES
2	10	83.3	PHYSICAL ENVIRONMENT STANDARDS
3	9	75.0	STUDENT SELECTION CRITERIA STATE ACCREDITATION STANDARDS STUDENT EMPLOYMENT GUIDELINES
V. Check the personnel you utilize most when evaluating some element of your program			
1	10	83.3	STUDENT SELF
2	8	66.6	EMPLOYER
3	7	58.3	COUNSELOR
4	6	50.0	PRINCIPAL
5	4	33.3	FACULTY
VI. Check the non-school setting you utilize for providing learning experiences for your students			
1	9	75.0	CLUB FUNCTIONS
2	8	66.6	SPORTS EVENTS CLASS SOCIALS
3	7	58.3	COMMUNITY ORGANIZED/SPONSORED ACTIVITIES
4	5	41.6	STUDENT'S HOME OWN HOME
VII. Check the skills you feel are important for determining student needs and consequently the curriculum			
1	9	75.0	DEVELOPING DIAGNOSTIC INSTRUMENTS ANALYZING DIAGNOSTIC DATA UTILIZING DIAGNOSTIC DATA IN INSTRUCTION
2	8	66.6	ADMINISTERING DIAGNOSTIC INSTRUMENTS
3	5	41.6	FAMILIARITY WITH COMMERCIAL DIAGNOSTIC INSTRUMENTS

ORDER	#	%	CONCEPT/ELEMENT
VIII.	Check the community elements you consider important when planning or seeking advice about program operation		
1	9	75.0	ADVISORY COUNCILS BUSINESS ORGANIZATIONS
2	7	58.3	CIVIC ORGANIZATIONS
3	6	50.0	PUBLIC AGENCIES
4	4	33.3	SOCIAL AGENCIES
IX.	Check the statements that best describe your feelings about training plans		
1	7	58.3	SHOULD BE USED FOR SOME STUDENTS SHOULD BE DEVELOPED BY AND AGREEABLE TO ALL PERSONS INVOLVED
2	5	41.6	SHOULD INCLUDE EXPLICIT STATEMENTS OF RESPONSIBILITIES
3	3	25.0	SHOULD BE REQUIRED FOR ALL STUDENTS
4	2	16.6	SHOULD NOT BE USED
X.	Check the kinds of data you gather while supervising your students on-the-job		
1	12	100.0	STUDENT WEAKNESSES STUDENT STRENGTHS
2	11	91.6	STUDENT SKILL DEVELOPMENT
3	10	83.3	STUDENT PROBLEM AREAS OVERALL EFFECTIVENESS OF TRAINING STATIONS
4	6	50.0	EMPLOYER/STUDENT ADHERENCE TO TRAINING PLANS
XI.	Check the activities you feel encourage program support		
1	9	75.0	PUBLIC MEDIA PERSONAL MEMBERSHIP IN COMMUNITY ORGANIZATIONS SPEAKING TO INDIVIDUALS
2	7	58.3	SPEAKING ENGAGEMENTS DISTRIBUTION OF BUSINESS CARDS PERSONAL WRITTEN COMMUNICATIONS

ORDER	#	%	CONCEPT/ELEMENT
XII.	Check the conditions under which you permit students to change "jobs"		
1	11	91.6	IF THERE IS AN EMPLOYER/STUDENT PERSONALITY CONFLICT
2	10	83.3	ONLY IF THE STUDENT IS FIRED
3	4	33.3	AFTER THE STUDENT HAS MASTERED THE SKILLS OF HIS JOB
4	1	8.3	ANYTIME THE STUDENT WISHES TO
			ON A REGULAR PREDETERMINED BASIS
XIII.	Check the curriculum elements you feel are your classroom instructional responsibilities		
1	12	100.0	COMMUNICATIONS SKILLS
			HUMAN RELATIONS SKILLS
2	11	91.6	EMPLOYABILITY SKILLS
3	10	83.3	DECISION MAKING SKILLS
4	9	75.0	GENERAL STUDY SKILLS
			MANAGEMENT/PLANNING SKILLS
5	8	66.6	VOCATIONAL (JOB) SKILLS
6	7	58.3	ACADEMIC SKILLS

WORK EXPERIENCE SAMPLE

ORDER	#	%	CONCEPT/ELEMENT

I. Check the elements you consider important for you to thoroughly understand before you are able to conceptualize your role

1	98	96.0	COORDINATING RESPONSIBILITIES
2	94	92.1	LEGAL RESPONSIBILITIES
			IN-SCHOOL RESPONSIBILITIES
3	76	74.5	MORAL RESPONSIBILITIES

II. Check the state and/or county services/personnel you feel should be utilized

1	81	79.4	COUNTY SUPERVISORS
2	80	78.4	SCHOOL ADMINISTRATORS
3	70	68.6	STATE CONSULTANTS
4	69	67.6	SCHOOL SERVICES PERSONNEL
5	66	64.7	STATE WORKSHOPS
6	61	59.8	COUNTY COOPERATIVE EDUCATION MEETINGS
7	45	44.1	SCHOOL FACULTY MEETINGS

III. Check the areas of teacher-student contact that offer you an opportunity to set a good example for your students

1	98	96.0	CLASSROOM INSTRUCTION
2	88	86.2	ON-THE-JOB SUPERVISION
3	82	80.3	DISCIPLINE
4	65	63.7	NON-SCHOOL RELATED CONTACT
5	62	60.7	TRAINING STATION SELECTION

IV. Check the standards or guidelines you feel are necessary to utilize for an effectively operating program

1	88	86.2	STUDENT EMPLOYMENT GUIDELINES
2	82	80.3	STUDENT SELECTION CRITERIA

ORDER	#	%	CONCEPT/ELEMENT
3	79	77.4	STATE CURRICULUM GUIDES
4	73	71.5	STATE ACCREDITATION STANDARDS
5	66	64.7	PHYSICAL ENVIRONMENT STANDARDS

V. Check the personnel you utilize most when evaluating some element of your program

1	96	94.1	STUDENT
2	90	88.2	SELF
			EMPLOYER
3	64	62.7	COUNSELOR
4	61	59.8	PRINCIPAL
5	51	50.0	FACULTY

VI. Check the non-school setting you utilize for providing learning experiences for your students

1	83	81.3	STUDENT'S HOME
2	57	55.8	SPORTS EVENTS
3	56	54.9	COMMUNITY ORGANIZED/SPONSORED ACTIVITIES
4	47	46.0	CLASS SOCIALS
5	43	42.1	CLUB FUNCTIONS
6	23	22.5	OWN HOME

VII. Check the skills you feel are important for determining student needs and consequently the curriculum

1	78	76.4	ANALYZING DIAGNOSTIC DATA
2	75	73.5	UTILIZING DIAGNOSTIC DATA IN INSTRUCTION
3	69	67.6	DEVELOPING DIAGNOSTIC INSTRUMENTS
4	67	65.6	ADMINISTERING DIAGNOSTIC INSTRUMENTS
5	47	46.0	FAMILIARITY WITH COMMERCIAL DIAGNOSTIC INSTRUMENTS

VIII. Check the community elements you consider important when planning or seeking advice about program operation

1	81	79.4	BUSINESS ORGANIZATIONS

ORDER	#	%	CONCEPT/ELEMENT
2	78	76.4	PUBLIC AGENCIES
3	59	57.8	ADVISORY COUNCILS
4	54	52.9	CIVIC ORGANIZATIONS
5	35	34.3	SOCIAL AGENCIES

IX. Check the statements that best describe your feelings about training plans

1	75	73.5	SHOULD BE DEVELOPED BY AND AGREEABLE TO ALL PERSONS INVOLVED
2	64	62.7	SHOULD INCLUDE EXPLICIT STATEMENTS OF RESPONSIBILITIES
3	41	40.1	SHOULD BE USED FOR SOME STUDENTS
4	38	37.2	SHOULD BE REQUIRED FOR ALL STUDENTS
5	7	6.8	SHOULD NOT BE USED

X. Check the kinds of data you gather while supervising your students on-the-job

1	91	89.2	STUDENT STRENGTHS
2	89	87.2	STUDENT PROBLEM AREAS
3	88	86.2	STUDENT WEAKNESSES
4	83	81.3	STUDENT SKILL DEVELOPMENT
5	76	74.5	OVERALL EFFECTIVENESS OF TRAINING STATIONS
6	62	60.7	EMPLOYER/STUDENT ADHERENCE TO TRAINING PLANS

XI. Check the activities you feel encourage program support

1	91	89.2	SPEAKING TO INDIVIDUALS
2	63	61.7	PUBLIC MEDIA
3	59	57.8	DISTRIBUTION OF BUSINESS CARDS
4	56	54.9	SPEAKING ENGAGEMENTS
5	54	52.9	PERSONAL WRITTEN COMMUNICATIONS
6	52	50.9	PERSONAL MEMBERSHIP IN COMMUNITY ORGANIZATIONS

XII. Check the conditions under which you permit students to change "jobs"

1	90	88.2	IF THERE IS AN EMPLOYER/STUDENT PERSONALITY CONFLICT
2	50	49.0	ONLY IF THE STUDENT IS FIRED

ORDER	#	%	CONCEPT/ELEMENT
3	38	37.2	AFTER THE STUDENT HAS MASTERED THE SKILLS OF HIS JOB
4	23	22.5	ON A REGULAR PREDETERMINED BASIS
5	16	15.6	ANYTIME THE STUDENT WISHES TO

XIII. Check the curriculum elements you feel are your classroom instructional responsibility

1	96	94.1	EMPLOYABILITY SKILLS
2	91	89.2	HUMAN RELATIONS SKILLS
3	87	85.2	COMMUNICATION SKILLS
4	83	81.3	DECISION MAKING SKILLS
5	71	69.6	ACADEMIC SKILLS
6	70	68.6	GENERAL STUDY SKILLS
7	64	62.7	VOCATIONAL (JOB) SKILLS
8	48	47.0	MANAGEMENT/PLANNING SKILLS

DIVERSIFIED COOPERATIVE TRAINING SAMPLE

ORDER	#	%	CONCEPT/ELEMENT
I. Check the elements you consider important for you to thoroughly understand before you are able to conceptualize your role			
1	98	96.0	COORDINATING RESPONSIBILITIES
2	86	84.3	LEGAL RESPONSIBILITIES
3	85	83.3	IN-SCHOOL RESPONSIBILITIES
4	75	73.5	MORAL RESPONSIBILITIES
II. Check the state and/or county services/personnel you feel should be utilized			
1	78	76.4	COUNTY SUPERVISORS
2	72	70.5	STATE WORKSHOPS COUNTY COOPERATIVE EDUCATION MEETINGS
3	67	65.6	STATE CONSULTANT
4	62	60.7	SCHOOL ADMINISTRATORS
5	49	48.0	SCHOOL SERVICES PERSONNEL
6	35	34.3	SCHOOL FACULTY MEETINGS
III. Check the areas of teacher-student contact that offer you an opportunity to set a good example for your students			
1	95	93.1	CLASSROOM INSTRUCTION
2	81	79.4	DISCIPLINE
3	74	72.5	ON-THE-JOB SUPERVISION
4	65	63.7	NON-SCHOOL RELATED CONTACT
5	62	60.7	TRAINING STATION SELECTION
IV. Check the standards or guidelines you feel are necessary to utilize for an effectively operating program			
1	86	84.3	STATE CURRICULUM GUIDES
2	82	80.3	STUDENT SELECTION CRITERIA

ORDER	#	%	CONCEPT/ELEMENT
3	71	69.6	PHYSICAL ENVIRONMENT STANDARDS
4	67	65.6	STUDENT EMPLOYMENT GUIDELINES
5	63	61.7	STATE ACCREDITATION STANDARDS

V. Check the personnel you utilize most when evaluating some element of your program

1	94	92.1	STUDENT
2	87	85.2	SELF
3	82	80.3	EMPLOYER
4	36	35.2	FACULTY
5	34	33.3	PRINCIPAL
6	31	30.3	COUNSELOR

VI. Check the non-school setting you utilize for providing learning experiences for your students

1	90	88.2	CLUB FUNCTIONS
2	75	73.5	CLASS SOCIALS
3	52	50.9	COMMUNITY ORGANIZED/SPONSORED ACTIVITIES
4	47	46.0	STUDENT'S HOME
5	46	45.0	SPORTS EVENTS
6	33	32.3	OWN HOME

VII. Check the skills you feel are important for determining student needs and consequently the curriculum

1	73	71.5	UTILIZING DIAGNOSTIC DATA IN INSTRUCTION
2	71	69.6	ANALYZING DIAGNOSTIC DATA
3	57	55.8	DEVELOPING DIAGNOSTIC INSTRUMENTS
4	52	50.9	ADMINISTERING DIAGNOSTIC INSTRUMENTS
5	43	42.1	FAMILIARITY WITH COMMERCIAL DIAGNOSTIC INSTRUMENTS

ORDER	#	%	CONCEPT/ELEMENT
VIII.	Check the community elements you consider important when planning or seeking advice about program operation		
1	80	78.4	BUSINESS ORGANIZATIONS
2	74	72.5	ADVISORY COUNCILS
3	62	60.7	CIVIC ORGANIZATIONS
4	52	50.9	PUBLIC AGENCIES
5	34	33.3	SOCIAL AGENCIES
IX.	Check the statements that best describe your feelings about training plans		
1	70	68.6	SHOULD BE DEVELOPED BY AND AGREEABLE TO ALL PERSONS INVOLVED
2	54	52.9	SHOULD INCLUCE EXPLICIT STATEMENTS OF RESPONSIBILITIES
3	46	45.0	SHOULD BE USED FOR SOME STUDENTS
4	43	42.1	SHOULD BE REQUIRED FOR ALL STUDENTS
5	7	6.8	SHOULD NOT BE USED
X.	Check the kinds of data you gather while supervising your students on-the-job		
1	87	85.2	STUDENT PROBLEM AREAS
2	85	83.3	STUDENT STRENGTHS
3	84	82.3	STUDENT WEAKNESSES
4	77	75.4	STUDENT SKILL DEVELOPMENT
			OVERALL EFFECTIVENESS OF TRAINING STATIONS
5	48	47.0	EMPLOYER/STUDENT ADHERENCE TO TRAINING PLANS
XI.	Check the activities you feel encourage program support		
1	95	93.1	SPEAKING TO INDIVIDUALS
2	70	68.6	PUBLIC MEDIA
3	64	62.7	SPEAKING ENGAGEMENTS
4	62	60.7	DISTRIBUTION OF BUSINESS CARDS

ORDER	#	%	CONCEPT/ELEMENT
5	60	58.6	PERSONAL MEMBERSHIP IN COMMUNITY ORGANIZATIONS
6	46	45.0	PERSONAL WRITTEN COMMUNICATIONS
XII.	Check the conditions under which you permit students to change "jobs"		
1	86	84.3	IF THERE IS AN EMPLOYER/STUDENT PERSONALITY CONFLICT
2	55	53.9	ONLY IF THE STUDENT IS FIRED
3	40	39.2	AFTER THE STUDENT HAS MASTERED THE SKILLS OF HIS JOB
4	13	12.7	ON A REGULAR PREDETERMINED BASIS
5	7	6.8	ANYTIME THE STUDENT WISHES TO
XIII.	Check the curriculum elements you feel are your classroom instructional responsibilities		
1	91	89.2	COMMUNICATION SKILLS
2	90	88.2	HUMAN RELATIONS SKILLS
3	89	87.2	EMPLOYABILITY SKILLS
4	81	79.4	DECISION MAKING SKILLS
5	69	67.6	VOCATIONAL (JOB) SKILLS
6	57	55.8	GENERAL STUDY SKILLS
7	51	50.0	MANAGEMENT/PLANNING SKILLS
8	48	47.0	ACADEMIC SKILLS

TABLE 20

CONCEPTS/ELEMENTS NOT ACCEPTED

QUESTIONNAIRE I SECTION B

* X IDENTIFIES THOSE CONCEPTS/ELEMENTS NOT ACCEPTED

	WEB	DCTB	WES	DCTS
I. Check the elements you consider important for you to thoroughly understand before you are able to conceptualize your role				
1. legal responsibilities				
2. in-school responsibilities				
3. coordinating responsibilities				
4. moral responsibilities				
II. Check the state and/or county services/personnel you feel should be utilized				
1. state consultants				
2. county supervisors				
3. school administrators				
4. SCHOOL SERVICES PERSONNEL				X
5. state workshops				
6. county cooperative education meetings				
7. SCHOOL FACULTY MEETINGS			X	X
III. Check the areas of teacher-student contact that offer you an opportunity to set a good example for your students				
1. classroom instruction				
2. training station selection				
3. on-the-job supervision				
4. discipline				
5. non-school related contact				

		WEB	DCTB	WES	DCTS
IV.	Check the standards or guidelines you feel are necessary to utilize for an effectively operating program				
1.	state curriculum guides				
2.	student selection criteria				
3.	state accreditation standards				
4.	student employment guidelines				
5.	physical environment standards				
V.	Check the personnel you utilize most when evaluating some element of your program				
1.	student				
2.	self				
3.	COUNSELOR				X
4.	PRINCIPAL				X
5.	FACULTY		X		X
6.	employer				
VI.	Check the non-school setting you utilize for providing learning experiences for your students				
1.	STUDENT'S HOME		X		X
2.	SPORTS EVENTS				X
3.	CLUB FUNCTIONS			X	
4.	CLASS SOCIALS			X	
5.	community organized/sponsored activities				
6.	OWN HOME	X	X	X	X
VII.	Check the skills you feel are important for determining student needs and consequently the curriculum				
1.	developing diagnostic instruments				
2.	administering diagnostic instruments				
3.	analyzing diagnostic data				
4.	utilizing diagnostic data in instruction				
5.	FAMILIARITY WITH COMMERCIAL DIAGNOSTIC INSTRUMENTS		X	X	X

	WEB	DCTB	WES	DCTS
VIII. Check the community elements you consider important when planning or seeking advice about program operation				
1. advisory councils				
2. civic organizations				
3. public agencies				
4. business organizations				
5. SOCIAL AGENCIES	X	X	X	X
IX. Check the statements that best describe your feelings about training plans				
1. SHOULD BE REQUIRED FOR ALL STUDENTS		X	X	X
2. SHOULD BE USED FOR SOME STUDENTS	X		X	X
3. SHOULD NOT BE USED	X	X	X	X
4. should be developed by and agreeable to all persons involved				
5. SHOULD INCLUDE EXPLICIT STATEMENTS OF RESPONSIBILITIES		X		
X. Check the kinds of data you gather while supervising your students on-the-job				
1. student weaknesses				
2. student strengths				
3. student problem areas				
4. student skills development				
5. overall effectiveness of training station				
6. EMPLOYER/STUDENT ADHERENCE TO TRAINING PLANS				X
XI. Check the activities you feel encourage program support				
1. public media				
2. SPEAKING ENGAGEMENTS	X			
3. personal membership in community organizations				
4. distribution of business cards				
5. PERSONAL WRITTEN COMMUNICATIONS				X
6. speaking to individuals				

	WEB	DCTB	WES	DCTS
XII. Check the conditions under which you permit students to change "jobs"				
1. ONLY IF THE STUDENT IS FIRED	X		X	
2. if there is an employer/student personality conflict				
3. AFTER THE STUDENT HAS MASTERED THE SKILLS OF HIS JOB	X	X	X	X
4. ANYTIME THE STUDENT WISHES TO	X	X	X	X
5. ON A REGULAR PREDETERMINED BASIS	X	X	X	X
XIII. Check the curriculum elements you feel are your classroom instructional responsibilities				
1. employability skills				
2. vocational (job) skills				
3. communication skills				X
4. ACADEMIC SKILLS				
5. general study skills				
6. human relations skills				
7. MANAGEMENT/PLANNING SKILLS	X		X	
8. decision making skills				

TABLE 21

RESPONSE TO CONCEPTS/ELEMENTS

QUESTIONNAIRE I SECTION B

CONCEPTS/ELEMENTS	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
I. Check the elements you consider important for you to thoroughly understand before you are able to conceptualize your role				
1. LEGAL RESPONSIBILITIES	107	93.0	96	84.2
2. IN-SCHOOL RESPONSIBILITIES	107	93.0	96	84.2
3. COORDINATING RESPONSIBILITIES	111	96.5	105	92.1
4. MORAL RESPONSIBILITIES	89	77.3	84	73.6
5. OTHER	13	11.3	16	14.0
II. Check the state and/or county services/personnel you feel should be utilized				
1. STATE CONSULTANTS	83	72.1	74	64.9
2. COUNTY SUPERVISORS	93	80.8	88	77.1
3. SCHOOL ADMINISTRATORS	93	80.8	71	62.2
4. SCHOOL SERVICES PERSONNEL	78	67.8	56	49.1
5. STATE WORKSHOPS	79	68.6	84	73.6
6. COUNTY COOPERATIVE EDUCATION MEETINGS	72	62.6	80	70.1

CONCEPTS/ELEMENTS	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
7. SCHOOL FACULTY MEETINGS	55	47.8	42	36.8
8. OTHER	6	5.2	7	6.1
III. Check the areas of teacher-student contact that offer you an opportunity to set a good example for your students				
1. CLASSROOM INSTRUCTION	111	96.5	107	93.8
2. TRAINING STATION SELECTION	72	62.6	71	62.2
3. ON-THE-JOB SUPERVISION	101	87.8	82	71.9
4. DISCIPLINE	94	81.7	90	78.9
5. NON-SCHOOL RELATED CONTACT	75	65.2	73	64.0
6. OTHER	18	15.6	18	15.7
IV. Check the standards or guidelines you feel are necessary to utilize for an effectively operating program				
1. STATE CURRICULUM GUIDES	111	96.5	107	93.8
2. STUDENT SELECTION CRITERIA	72	62.6	71	62.2
3. STATE ACCREDITATION STANDARDS	101	87.8	82	71.9
4. STUDENT EMPLOYMENT GUIDELINES	94	81.7	90	78.9
5. PHYSICAL ENVIRONMENT STANDARDS	75	65.2	73	64.0
6. OTHER	18	15.6	18	15.7

CONCEPTS/ELEMENTS	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
V. Check the personnel you utilize most when evaluating some element of your program				
1. STUDENT	109	94.7	104	91.2
2. SELF	103	89.5	97	85.0
3. COUNSELOR	74	64.3	38	33.3
4. PRINCIPAL	73	63.4	40	35.0
5. FACULTY	58	50.4	40	35.0
6. EMPLOYER	102	88.6	90	78.9
7. OTHER	9	7.8	15	13.1
VI. Check the non-school setting you utilize for providing learning experiences for your students				
1. STUDENT'S HOME	95	82.6	52	45.6
2. SPORTS EVENTS	65	56.5	54	47.3
3. CLUB FUNCTIONS	51	44.3	99	86.8
4. CLASS SOCIALS	57	49.5	83	72.8
5. COMMUNITY ORGANIZED/SPONSORED ACTIVITIES	64	55.6	59	51.7
6. OWN HOME	29	25.2	38	33.3
7. OTHER	22	19.1	52	45.6

CONCEPTS/ELEMENTS	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
VII. Check the skills you feel are important for determining student needs and consequently the curriculum				
1. DEVELOPING DIAGNOSTIC INSTRUMENTS	82	71.3	66	57.8
2. ADMINISTERING DIAGNOSTIC INSTRUMENTS	80	69.5	60	52.6
3. ANALYZING DIAGNOSTIC DATA	91	79.1	80	70.1
4. UTILIZING DIAGNOSTIC DATA IN INSTRUCTION	86	74.7	82	71.9
5. FAMILIARITY WITH COMMERCIAL DIAGNOSTIC INSTRUMENTS	56	48.6	48	42.1
6. OTHER	5	4.3	14	12.2
VIII. Check the community elements you consider important when planning or seeking advice about program operation				
1. ADVISORY COUNCILS	68	59.1	83	72.8
2. CIVIC ORGANIZATIONS	63	54.7	69	60.5
3. PUBLIC AGENCIES	89	77.3	58	50.8
4. BUSINESS ORGANIZATIONS	89	77.3	89	78.0
5. SOCIAL AGENCIES	41	35.6	38	33.3
6. OTHER	10	8.6	10	8.7

CONCEPTS/ELEMENTS	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
IX. Check the statements that best describe your feelings about training plans				
1. SHOULD BE REQUIRED FOR ALL STUDENTS	45	39.1	46	40.3
2. SHOULD BE USED FOR SOME STUDENTS	46	40.0	53	46.4
3. SHOULD NOT BE USED	8	6.9	9	7.8
4. SHOULD BE DEVELOPED BY AND AGREEABLE TO ALL PERSONS INVOLVED	84	73.0	77	67.5
5. SHOULD INCLUDE EXPLICIT STATEMENTS OF RESPONSIBILITIES	71	61.7	59	51.7
6. OTHER	5	4.3	2	1.7
X. Check the kinds of data you gather while supervising your students on-the-job				
1. STUDENT WEAKNESSES	99	86.0	96	84.2
2. STUDENT STRENGTHS	102	88.6	97	85.0
3. STUDENT PROBLEM AREAS	100	86.9	97	85.0
4. STUDENT SKILL DEVELOPMENT	90	78.2	88	77.1
5. OVERALL EFFECTIVENESS OF TRAINING STATIONS	85	73.9	87	76.3
6. EMPLOYER/STUDENT ADHERENCE TO TRAINING PLANS	70	60.8	54	47.3
7. OTHER	3	2.6	4	3.5

CONCEPTS/ELEMENTS	WEB-WES		DCTB-DCTS	
	#	%	#	%
XI. Check the activities you feel encourage program support				
1. PUBLIC MEDIA	71	61.7	79	69.2
2. SPEAKING ENGAGEMENTS	62	53.9	71	62.2
3. PERSONAL MEMBERSHIP IN COMMUNITY ORGANIZATIONS	61	53.0	69	60.5
4. DISTRIBUTION OF BUSINESS CARDS	68	59.1	69	60.5
5. PERSONAL WRITTEN COMMUNICATIONS	62	53.9	53	46.4
6. SPEAKING TO INDIVIDUALS	101	87.8	104	91.2
7. OTHER	11	9.5	14	12.2
XII. Check the conditions under which you permit students to change "jobs"				
1. ONLY IF THE STUDENT IS FIRED	56	48.6	65	57.0
2. IF THERE IS AN EMPLOYER/STUDENT PERSONALITY CONFLICT	101	87.8	97	85.0
3. AFTER THE STUDENT HAS MASTERED THE SKILLS OF HIS JOB	41	35.6	44	38.5
4. ANYTIME THE STUDENT WISHES TO	19	16.5	8	7.0
5. ON A REGULAR PREDETERMINED BASIS	24	20.8	14	12.2
6. OTHER	27	23.4	39	34.2

CONCEPTS/ELEMENTS	WEB-WES		DCTB-DCTS	
	#	%	#	%
XIII. Check the curriculum elements you feel are your classroom instructional responsibilities				
1. EMPLOYABILITY SKILLS	108	93.9	100	87.7
2. VOCATIONAL (JOB) SKILLS	72	62.6	77	67.5
3. COMMUNICATION SKILLS	98	85.2	103	90.3
4. ACADEMIC SKILLS	82	71.3	55	48.2
5. GENERAL STUDY SKILLS	81	70.4	66	57.8
6. HUMAN RELATIONS SKILLS	103	89.5	102	89.4
7. MANAGEMENT/PLANNING SKILLS	53	46.0	60	52.6
8. DECISION MAKING SKILLS	93	80.8	91	79.8
9. OTHER	3	2.6	5	4.3

TABLE 22

ORDERING OF CONCEPTS/ELEMENTS

QUESTIONNAIRE I SECTION B

WORK EXPERIENCE BASE + SAMPLE

ORDER	#	%	CONCEPT/ELEMENT
I.			Check the elements you consider important for you to thoroughly understand before you are able to conceptualize your role
1	111	96.5	COORDINATING RESPONSIBILITIES
2	107	93.0	LEGAL RESPONSIBILITIES
			IN-SCHOOL RESPONSIBILITIES
3	89	77.3	MORAL RESPONSIBILITIES
II.			Check the state and/or county services/personnel you feel should be utilized
1	93	80.8	COUNTY SUPERVISORS
			SCHOOL ADMINISTRATORS
2	83	72.1	STATE CONSULTANTS
3	79	68.6	STATE WORKSHOPS
4	78	67.8	SCHOOL SERVICES PERSONNEL
5	72	62.6	COUNTY COOPERATIVE EDUCATION MEETINGS
6	55	47.8	SCHOOL FACULTY MEETINGS
III.			Check the areas of teacher-student contact that offer you an opportunity to set a good example for your students
1	111	96.5	CLASSROOM INSTRUCTION
2	101	87.8	ON-THE-JOB SUPERVISION
3	94	81.7	DISCIPLINE
4	75	65.2	NON-SCHOOL RELATED CONTACT
5	72	62.6	TRAINING STATION SELECTION

ORDER	#	%	CONCEPT/ELEMENT
IV.			Check the standards or guidelines you feel are necessary to utilize for an effectively operating program
1	101	87.8	STUDENT EMPLOYMENT GUIDELINES
2	95	82.6	STUDENT SELECTION CRITERIA
3	91	79.1	STATE CURRICULUM GUIDES
4	85	73.9	STATE ACCREDITATION STANDARDS
5	77	66.9	PHYSICAL ENVIRONMENT STANDARDS
V.			Check the personnel you utilize most when evaluating some element of your program
1	109	94.7	STUDENT
2	103	89.5	SELF
3	102	88.6	EMPLOYER
4	74	64.4	COUNSELOR
5	73	63.4	PRINCIPAL
6	58	50.4	FACULTY
VI.			Check the non-school setting you utilize for providing learning experiences for your students
1	95	82.6	STUDENT'S HOME
2	65	56.6	SPORTS EVENTS
3	64	55.6	COMMUNITY ORGANIZED/SPONSORED ACTIVITIES
4	57	49.5	CLASS SOCIALS
5	51	44.3	CLUB FUNCTIONS
6	29	25.2	OWN HOME
VII.			Check the skills you feel are important for determining student needs and consequently the curriculum
1	91	79.1	ANALYZING DIAGNOSTIC DATA
2	86	74.7	UTILIZING DIAGNOSTIC DATA IN INSTRUCTION
3	82	71.3	DEVELOPING DIAGNOSTIC INSTRUMENTS
4	80	69.5	ADMINISTERING DIAGNOSTIC INSTRUMENTS
5	56	48.6	FAMILIARITY WITH COMMERCIAL DIAGNOSTIC INSTRUMENTS

ORDER	#	%	CONCEPT/ELEMENT
VIII.	Check the community elements you consider important when planning or seeking advice about program operation		
1	89	77.3	PUBLIC AGENCIES BUSINESS AGENCIES
2	68	59.1	ADVISORY COUNCILS
3	63	54.7	CIVIC ORGANIZATIONS
4	41	35.6	SOCIAL AGENCIES
IX.	Check the statements that best describe your feelings about training plans		
1	84	73.0	SHOULD BE DEVELOPED BY AND AGREEABLE TO ALL PERSONS INVOLVED
2	71	61.7	SHOULD INCLUDE EXPLICIT STATEMENTS OF RESPONSIBILITIES
3	46	40.0	SHOULD BE USED FOR SOME STUDENTS
4	45	39.1	SHOULD BE REQUIRED FOR ALL STUDENTS
5	8	6.9	SHOULD NOT BE USED
X.	Check the kinds of data you gather while supervising your students on the job		
1	102	88.6	STUDENT STRENGTHS
2	100	86.9	STUDENT PROBLEM AREAS
3	99	86.0	STUDENT WEAKNESSES
4	90	78.2	STUDENT SKILL DEVELOPMENT
5	85	73.9	OVERALL EFFECTIVENESS OF TRAINING STATIONS
6	70	60.8	EMPLOYER/STUDENT ADHERENCE TO TRAINING PLANS
XI.	Check the activities you feel encourage program support		
1	101	87.8	SPEAKING TO INDIVIDUALS
2	71	61.7	PUBLIC MEDIA
3	68	59.1	DISTRIBUTION OF BUSINESS CARDS
4	62	53.9	SPEAKING ENGAGEMENTS PERSONAL WRITTEN COMMUNICATIONS
5	61	53.0	PERSONAL MEMBERSHIP IN COMMUNITY ORGANIZATIONS

ORDER	#	%	CONCEPT/ELEMENT
XII. Check the conditions under which you permit students to change "jobs"			
1	101	87.8	IF THERE IS AN EMPLOYER/STUDENT PERSONALITY CONFLICT
2	56	48.6	ONLY IF THE STUDENT IS FIRED
3	41	35.6	AFTER THE STUDENT HAS MASTERED THE SKILLS OF HIS JOB
4	24	20.8	ON A REGULAR PREDETERMINED BASIS
5	19	16.5	ANYTIME THE STUDENT WISHES TO
XIII. Check the curriculum elements you feel are your classroom instructional responsibilities			
1	108	93.9	EMPLOYABILITY SKILLS
2	103	89.5	HUMAN RELATIONS SKILLS
3	98	85.2	COMMUNICATION SKILLS
4	93	80.8	DECISION MAKING SKILLS
5	82	71.3	ACADEMIC SKILLS
6	81	70.4	GENERAL STUDY SKILLS
7	72	62.6	VOCATIONAL (JOB) SKILLS
8	53	46.0	MANAGEMENT/PLANNING SKILLS

DIVERSIFIED COOPERATIVE TRAINING BASE + SAMPLE

ORDER	#	%	CONCEPT/ELEMENT
I. Check the elements you consider important for you to thoroughly understand before you are able to conceptualize your role			
1	105	92.1	COORDINATING RESPONSIBILITIES
2	96	84.2	LEGAL RESPONSIBILITIES IN-SCHOOL RESPONSIBILITIES
3	84	73.6	MORAL RESPONSIBILITIES
II. Check the state and/or county services/personnel you feel should be utilized			
1	88	77.1	COUNTY SUPERVISORS
2	84	73.6	STATE WORKSHOPS
3	80	70.1	COUNTY COOPERATIVE EDUCATION MEETINGS
4	74	64.9	STATE CONSULTANTS
5	71	62.2	SCHOOL ADMINISTRATORS
6	56	49.1	SCHOOL SERVICES PERSONNEL
7	42	36.8	SCHOOL FACULTY MEETINGS
III. Check the areas of teacher-student contact that offer you an opportunity to set a good example for your students			
1	107	93.8	CLASSROOM INSTRUCTION
2	90	78.9	DISCIPLINE
3	82	71.9	ON-THE-JOB SUPERVISION
4	73	64.0	NON-SCHOOL RELATED CONTACT
5	71	62.2	TRAINING STATION SELECTION

ORDER	#	%	CONCEPT/ELEMENT

IV. Check the standards or guidelines you feel are necessary to utilize for an effectively operating program

1	97	85.0	STATE CURRICULUM GUIDES
2	91	79.8	STUDENT SELECTION CRITERIA
3	81	71.0	PHYSICAL ENVIRONMENT STANDARDS
4	76	66.6	STUDENT EMPLOYMENT GUIDELINES
5	72	63.1	STATE ACCREDITATION STANDARDS

V. Check the personnel you utilize most in evaluating some element of your program

1	104	91.2	STUDENT
2	97	85.0	SELF
3	90	78.9	EMPLOYER
4	40	35.0	PRINCIPAL
			FACULTY
5	38	33.0	COUNSELOR

VI. Check the non-school setting you utilize for providing learning experiences for your students

1	99	86.8	CLUB FUNCTIONS
2	83	72.8	CLASS SOCIALS
3	59	51.7	COMMUNITY ORGANIZED/SPONSORED ACTIVITIES
4	54	47.3	SPORTS EVENTS
5	52	45.6	STUDENT'S HOME
6	38	33.3	OWN HOME

VII. Check the skills you feel are important for determining student needs and consequently the curriculum

1	82	71.9	UTILIZING DIAGNOSTIC DATA IN INSTRUCTION
2	80	70.1	ANALYZING DIAGNOSTIC DATA
3	66	57.8	DEVELOPING DIAGNOSTIC INSTRUMENTS
4	60	52.6	ADMINISTERING DIAGNOSTIC INSTRUMENTS
5	48	42.1	FAMILIARITY WITH COMMERCIAL DIAGNOSTIC INSTRUMENTS

ORDER	#	%	CONCEPT/ELEMENT
VIII.	Check the community elements you consider important when planning or seeking advice about program operation		
1	89	78.0	BUSINESS ORGANIZATIONS
2	83	72.8	ADVISORY COUNCILS
3	69	60.5	CIVIC ORGANIZATIONS
4	58	50.8	PUBLIC AGENCIES
5	38	33.3	SOCIAL AGENCIES
IX.	Check the statements that best describe your feelings about training plans		
1	77	67.5	SHOULD BE DEVELOPED BY AND AGREEABLE TO ALL PERSONS INVOLVED
2	59	51.7	SHOULD INCLUDE EXPLICIT STATEMENTS OF RESPONSIBILITIES
3	53	46.4	SHOULD BE USED FOR SOME STUDENTS
4	46	40.3	SHOULD BE REQUIRED FOR ALL STUDENTS
5	9	7.8	SHOULD NOT BE USED
X.	Check the kinds of data you gather while supervising your students on-the-job		
1	97	85.0	STUDENT STRENGTHS STUDENT PROBLEM AREAS
2	96	84.2	STUDENT WEAKNESSES
3	88	77.1	STUDENT SKILL DEVELOPMENT
4	87	76.3	OVERALL EFFECTIVENESS OF TRAINING STATIONS
5	54	47.3	EMPLOYER/STUDENT ADHERENCE TO TRAINING PLANS
XI.	Check the activities you feel encourage program support		
1	104	91.2	SPEAKING TO INDIVIDUALS
2	79	69.2	PUBLIC MEDIA
3	71	62.2	SPEAKING ENGAGEMENTS
4	69	60.5	PERSONAL MEMBERSHIP IN COMMUNITY ORGANIZATIONS DISTRIBUTION OF BUSINESS CARDS
5	53	46.4	PERSONAL WRITTEN COMMUNICATIONS

ORDER	#	%	CONCEPT/ELEMENT
XII.	Check the conditions under which you permit students to change "jobs"		
1	97	85.0	IF THERE IS AN EMPLOYER/STUDENT PERSONALITY CONFLICT
2	65	57.0	ONLY IF THE STUDENT IS FIRED
3	44	38.5	AFTER THE STUDENT HAS MASTERED THE SKILLS OF HIS JOB
4	14	12.2	ON A REGULAR PREDETERMINED BASIS
5	8	7.0	ANYTIME THE STUDENT WISHES TO
XIII.	Check the curriculum elements you feel are your classroom instructional responsibility		
1	103	90.3	COMMUNICATION SKILLS
2	102	89.4	HUMAN RELATIONS SKILLS
3	100	87.7	EMPLOYABILITY SKILLS
4	91	79.8	DECISION MAKING SKILLS
5	77	67.5	VOCATIONAL (JOB) SKILLS
6	66	57.8	GENERAL STUDY SKILLS
7	60	52.6	MANAGEMENT/PLANNING SKILLS
8	55	48.2	ACADEMIC SKILLS

TABLE 23

CONCEPTS/ELEMENTS NOT ACCEPTED

QUESTIONNAIRE I SECTION B

* X IDENTIFIES THOSE CONCEPTS/ELEMENTS NOT ACCEPTED

	WEB-WES	DCTB-DCTS
I. Check the elements you consider important for you to thoroughly understand before you are able to conceptualize your role		
1. legal responsibilities		
2. in-school responsibilities		
3. coordinating responsibilities		
4. moral responsibilities		
II. Check the state and/or county services/personnel you feel should be utilized		
1. state consultants		
2. county supervisors		
3. school administrators		
4. SCHOOL SERVICES PERSONNEL		X
5. state workshops		
6. county cooperative education meetings		
7. SCHOOL FACULTY MEETINGS	X	X
III. Check the areas of teacher-student contact that offer you an opportunity to set a good example for your students		
1. classroom instruction		
2. training station selection		
3. on-the-job supervision		
4. discipline		
5. non-school related contact		

IV. Check the standards or guidelines you feel are necessary to utilize for an effectively operating program

	WEB-WES	DCTB-DCTS
1. state curriculum guide		
2. student selection criteria		
3. state accreditation standards		
4. student employment guidelines		
5. physical environment standards		

V. Check the personnel you utilize most when evaluating some element of your program

	WEB-WES	DCTB-DCTS
1. student		
2. self		
3. COUNSELOR		X
4. PRINCIPAL		X
5. FACULTY		X
6. employer		

VI. Check the non-school setting you utilize for providing learning experiences for your students

	WEB-WES	DCTB-DCTS
1. STUDENT'S HOME		X
2. SPORTS EVENTS		X
3. CLUB FUNCTIONS	X	
4. CLASS SOCIALS	X	
5. community organized/sponsored activities		
6. OWN HOME	X	X

VII. Check the skills you feel are important for determing student needs and consequently the curriculum

	WEB-WES	DCTB-DCTS
1. developing diagnostic instruments		
2. administering diagnostic instruments		
3. analyzing diagnostic data		
4. utilizing diagnostic data in instruction		
5. FAMILIARITY WITH COMMERCIAL DIAGNOSTIC INSTRUMENTS	X	X

	WEB-WES	DCTB-DCTS
VIII. Check the community elements you consider important when planning or seeking advice about program operation		
1. advisory councils		
2. civic organizations		
3. public agencies		
4. business organizations		
5. SOCIAL AGENCIES	X	X
IX. Check the statements that best describe your feelings about training plans		
1. SHOULD BE REQUIRED FOR ALL STUDENTS	X	X
2. SHOULD BE USED FOR SOME STUDENTS		X
3. SHOULD NOT BE USED	X	X
4. should be developed by and agreeable to all persons involved		
5. should include explicit statements of responsibilities		
X. Check the kinds of data you gather while supervising your students on-the-job		
1. student weaknesses		
2. student strengths		
3. student problem areas		
4. student skill development		
5. overall effectiveness of training stations		
6. EMPLOYER/STUDENT ADHERENCE TO TRAINING PLANS		X
XI. Check the activities you feel encourage program support		
1. public media		
2. speaking engagements		
3. personal membership in community organizations		
4. distribution of business cards		
5. PERSONAL WRITTEN COMMUNICATIONS		X
6. speaking to individuals		

XII. Check the conditions under which you permit students to change "jobs"	WEB-WES	DCTB-DCTS
1. ONLY IF THE STUDENT IS FIRED	X	
2. if there is an employer/student personality conflict		
3. AFTER THE STUDENT HAS MASTERED THE SKILLS OF HIS JOB	X	X
4. ANYTIME THE STUDENT WISHES TO	X	X
5. ON A REGULAR PREDETERMINED BASIS	X	X

XIII. Check the curriculum elements you feel are your classroom instructional responsibilities	WEB-WES	DCTB-DCTS
1. employability skills		
2. vocational (job) skills		
3. communication skills		
4. ACADEMIC SKILLS		X
5. general study skills		
6. human relations skills		
7. MANAGEMENT/PLANNING SKILLS	X	
8. decision making skills		

QUESTIONNAIRE I (APPENDIX C)

SECTION C

Table 24	"Rank of Concepts/Elements in Postulate I" shows the rank each respondent assigned each concept/element in Postulate I based on percentages from all four groups.
Table 25	"Rank of Concepts/Elements in Postulate II" repeats Table 24 information for Postulate II.
Table 26	"Rank of Concepts/Elements in Postulate III." See description of Table 24.
Table 27	"Rank of Concepts/Elements in Postulate IV." See description of Table 24.
Table 28	"Rank of Concepts/Elements in Postulate V." See description of Table 24.
Table 29	"Rank of Concepts/Elements in Postulate VI." See description of Table 24.
Table 30	"Rank of Concepts/Elements in Postulate VII." See description of Table 24.
Table 31	"Rank of Concepts/Elements in Postulate VIII." See description of Table 24.
Table 32	"Rank of Concepts/Elements in Postulate IX." See description of Table 24.
Table 33	"Rank of Concepts/Elements in Postulate X." See description of Table 24.
Table 34	"Rank of Concepts/Elements in Postulate XI." See description of Table 24.
Table 35	"Rank of Concepts/Elements in Postulate XII." See description of Table 24.
Table 36	"Rank of Concepts/Elements in Postulate XIII." See description of Table 24.
Table 37	"Combined Rank of Concepts/Elements in Postulate I" shows the rank each respondent assigned each concept/element in Postulate I based on percentages from group combinations.
Table 38	"Combined Rank of Concepts/Elements in Postulate II" repeats Table 37 information for Postulate II.
Table 39	"Combined Rank of Concepts/Elements in Postulate III." See description of Table 37.

Table 40	"Combined Rank of Concepts/Elements in Postulate IV." See description of Table 37.
Table 41	"Combined Rank of Concepts/Elements in Postulate V." See description of Table 37.
Table 42	"Combined Rank of Concepts/Elements in Postulate VI." See description of Table 37.
Table 43	"Combined Rank of Concepts/Elements in Postulate VII." See description of Table 37.
Table 44	"Combined Rank of Concepts/Elements in Postulate VIII." See description of Table 37.
Table 45	"Combined Rank of Concepts/Elements in Postulate IX." See description of Table 37.
Table 46	"Combined Rank of Concepts/Elements in Postulate X." See description of Table 37.
Table 47	"Combined Rank of Concepts/Elements in Postulate XI." See description of Table 37.
Table 48	"Combined Rank of Concepts/Elements in Postulate XII." See description of Table 37.
Table 49	"Combined Rank of Concepts/Elements in Postulate XIII." See description of Table 37.
Table 50	"Mean Rank of Concepts/Elements in Postulates I-XIII, Groups Combined" shows the mean of the ranks for the combined groups taken from Tables 37-49.

TABLE 24

RANK OF CONCEPTS/ELEMENTS IN POSTULATE I

QUESTIONNAIRE I SECTION C

RANK	WEB		DCTB		WES		DCTS	
	#	%	#	%	#	%	#	%
I. (elements necessary for role conceptualization)								
LEGAL RESPONSIBILITIES								
1	1	7.6	1	8.3	18	17.6	19	18.6
2	4	30.7	2	16.6	24	23.5	14	13.7
3	3	23.0	2	16.6	24	23.5	31	30.3
4	4	30.7	2	16.6	24	23.5	22	21.5
5	1	7.6			3	2.9	3	2.9
no response			5	41.6	9	8.8	13	12.7
IN-SCHOOL RESPONSIBILITIES								
1	3	23.0	2	16.6	18	17.6	24	23.5
2	4	30.7	3	25.0	34	33.3	35	34.3
3	4	30.7	3	25.0	27	26.4	24	23.5
4	2	15.3			15	14.7	3	2.9
5							3	2.9
no response			4	33.3	8	7.8	13	12.7

RANK	WEB		DCTB		WES		DCTS	
	#	%	#	%	#	%	#	%
COORDINATING RESPONSIBILITIES								
1	5	38.4	6	50.0	36	35.2	35	34.3
2	3	23.0	3	25.0	28	27.4	34	33.3
3	3	23.0	1	8.3	22	21.5	23	22.5
4	2	15.3			9	8.8	5	4.9
5					2	1.9		
no response			2	16.6	5	4.9	5	4.9
MORAL RESPONSIBILITIES								
1	3	23.0	1	8.3	24	23.5	20	19.6
2	2	15.3			10	9.8	11	10.7
3	2	15.3	2	16.6	17	16.6	9	8.8
4	5	38.4	4	33.3	27	26.4	40	39.2
5	1	7.6			1	.9	1	.9
no response			5	41.6	23	22.5	21	20.5

TABLE 25

RANK OF CONCEPTS/ELEMENTS IN POSTULATE II

QUESTIONNAIRE I SECTION C

RANK	WEB #	 %	DCTB #	 %	WES #	 %	DCTS #	 %
II. (services or personnel necessary to utilize)								
STATE CONSULTANTS								
1					5	4.9	11	10.7
2	2	15.3			18	17.6	11	10.7
3	5	38.4	3	25.0	11	10.7	15	14.7
4	3	23.0	2	16.6	11	10.7	10	9.8
5	1	7.6	2	16.6	9	8.8	11	10.7
6					5	4.9	6	5.8
7	2	15.3			2	1.9	1	.9
8							1	.9
no response			5	41.6	41	40.1	36	35.2
COUNTY SUPERVISORS								
1	4	30.7	3	25.0	21	20.5	30	29.4
2	3	23.0	3	25.0	18	17.6	21	20.5

RANK	WEB		DCTB		WES		DCTS	
	#	%	#	%	#	%	#	%
3	3	23.0	3	25.0	15	14.7	16	15.6
4					15	14.7	10	9.8
5			1	8.3	2	1.9	1	.9
6	1	7.6			1	.9		
7	2	15.3			1	.9		
8								
no response			2	16.6	29	28.4	24	23.5
SCHOOL ADMINISTRATORS								
1	2	15.3	7	58.3	32	31.3	17	16.6
2	3	23.0			14	13.7	17	16.6
3	2	15.3			15	14.7	9	8.8
4	4	30.7	2	16.6	6	5.8	11	10.7
5					2	1.9	5	4.9
6	1	7.6			2	1.9	5	4.9
7	1	7.6						
8								
no response			3	25.0	31	30.3	38	37.2

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
SCHOOL SERVICES PERSONNEL								
1					8	7.8	5	4.9
2	2	15.3	1	8.3	18	17.6	10	9.8
3	1	7.6	2	16.6	7	6.8	8	7.8
4	1	7.6	1	8.3	8	7.8	7	6.8
5			2	16.6	10	9.8	11	10.7
6	2	15.3			7	6.8	5	4.9
7	2	15.3			2	1.9	3	2.9
8								
no response	5	38.4	6	50.0	42	41.1	53	51.0
STATE WORKSHOPS								
1	7	53.8			13	12.7	12	11.7
2			4	33.3	6	5.8	8	7.8
3					11	10.7	14	13.7
4	4	30.7	2	16.6	11	10.7	15	14.7
5	1	7.6			11	10.7	13	12.7
6	1	7.6	2	16.6	6	5.8	3	2.9

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
7			2	16.6	2	1.9	3	2.9
8								
no response			2	16.6	42	41.1	34	33.3
COUNTY COOPERATIVE EDUCATION MEETINGS								
1			1	8.8	8	7.8	12	11.7
2	3	23.0			8	7.8	20	19.6
3	1	7.6	1	8.3	13	12.7	15	14.7
4	1	7.6	1	8.3	7	6.8	7	6.8
5	4	30.7	1	8.3	8	7.8	5	4.9
6			1	8.3	7	6.8	5	4.9
7	1	7.6	1	8.3	5	4.9	1	.9
8								
no response	3	23.0	6	50.0	46	45.0	37	36.2
SCHOOL FACULTY MEETINGS								
1					2	1.9	3	2.9
2			1	8.3	3	2.9	1	.9
3	1	7.6	1	8.3	5	4.9	5	4.9

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
4					5	4.9	3	2.9
5	4	30.7			5	4.9	2	1.9
6	4	30.7	2	16.6	8	7.8	6	5.8
7			1	8.3	11	10.7	10	9.8
8	1	7.6	1	8.3	1	.9	3	2.9
no response	3	23.0	6	50.0	62	60.7	69	67.6

TABLE 26

RANK OF CONCEPTS/ELEMENTS IN POSTULATE III

QUESTIONNAIRE I SECTION C

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	PCTS #	PCTS %
III. (opportune time for coordinator to set good example)								
CLASSROOM INSTRUCTION								
1	6	46.1	9	75.0	50	49.0	62	60.7
2	5	38.4			26	25.2	17	16.6
3	1	7.6	1	8.3	14	13.7	11	10.7
4	1	7.6	1	8.3	6	5.8	2	1.9
5					2	1.9	3	2.9
6							1	.9
no response			1	8.3	4	3.9	6	5.8
TRAINING STATION SELECTION								
1	1	7.6			10	9.8	7	6.8
2			4	33.3	8	7.8	20	19.6
3	4	30.7	3	25.0	22	21.5	12	11.7
4	3	23.0	1	8.3	18	17.6	19	18.6

RANK	WEB #	 %	DCTB #	 %	WES #	 %	DCTS #	 %
5	1	7.6			6	5.8	7	6.8
6	1	7.6			1	.9	3	2.9
no response	3	23.0	4	33.3	37	36.2	34	33.3
ON-THE-JOB SUPERVISION								
1					12	11.7	4	3.9
2	5	38.4	2	16.6	22	21.5	21	20.5
3	3	23.0	4	33.3	29	28.4	31	30.3
4	3	23.0	1	8.3	13	12.7	15	14.7
5	1	7.6	1	8.3	3	2.9	7	6.8
6	1	7.6					1	.9
no response			4	33.3	23	22.5	23	22.5
DISCIPLINE								
1	2	15.3			21	20.5	18	17.6
2	3	23.0	2	16.6	22	21.5	22	21.5
3	4	30.7			14	13.7	17	16.6
4	3	23.0	3	25.0	15	14.7	20	19.6
5			3	25.0	7	6.8	7	6.8

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
6					1	.9		
no response	1	7.6	4	33.3	22	21.5	18	17.6
NON-SCHOOL RELATED CONTACT								
1	2	15.3	2	16.6	9	8.8	4	3.9
2	3	23.0	1	8.3	8	7.8	12	11.7
3	4	30.7			7	6.8	16	15.6
4	3	23.0	2	16.6	15	14.7	13	12.7
5			3	25.0	22	21.5	24	23.5
6			1	8.3	4	3.9	1	.9
no response	1	7.6	3	25.0	37	36.2	32	31.3

TABLE 27

RANK OF CONCEPTS/ELEMENTS IN POSTULATE IV

QUESTIONNAIRE I SECTION C

RANK	WEB #	 %	DCTB #	 %	WES #	 %	DCTS #	 %
IV. (standards and guidelines necessary to utilize)								
STATE CURRICULUM GUIDE								
1	7	53.8	4	33.3	21	20.5	27	26.4
2	4	30.7	3	25.0	13	12.7	30	29.4
3	1	7.6	1	8.3	21	20.5	15	14.7
4			2	16.6	15	14.7	10	9.8
5					7	6.8	7	6.8
6								
no response	1	7.6	2	16.6	25	24.5	13	12.7
STUDENT SELECTION CRITERIA								
1	2	15.3	5	41.6	42	41.1	33	32.3
2	6	46.1	2	16.6	17	16.6	21	20.5
3	3	23.0	1	8.3	11	10.7	21	20.5
4	1	7.6	1	8.3	8	7.8	9	8.8

RANK	WFB #	WFB %	DCTB #	DCTB %	WFS #	WFS %	DCTS #	DCTS %
5					7	6.8	2	1.9
6	1	7.6						
no response			3	25.0	17	16.6	16	15.6
STATE ACCREDITATION STANDARDS								
1	2	15.3	1	8.3	9	8.8	15	14.7
2	1	7.6			21	20.5	10	9.8
3	6	46.1	6	50.0	25	24.5	13	12.7
4	1	7.6	2	16.6	12	11.7	12	11.7
5	2	15.3			6	5.8	15	14.7
6								
no response	1	7.6	3	25.0	29	28.4	37	36.2
STUDENT EMPLOYMENT GUIDELINES								
1	2	15.3			16	15.6	6	5.8
2	2	15.3	4	33.3	31	30.3	23	22.5
3	1	7.6	3	25.0	13	12.7	15	14.7
4	5	38.4	1	8.3	22	21.5	24	23.5
5	3	23.0			6	5.8	5	4.9

RANK	WEB		DCTB		WES		DCTS	
	#	%	#	%	#	%	#	%
6			1	8.3				
no response			3	25.0	14	13.7	29	28.4
PHYSICAL ENVIRONMENT								
1					9	8.8	13	12.7
2			2	16.6	9	8.8	12	11.7
3	1	7.6			18	17.6	16	15.6
4	3	23.0			10	9.8	12	11.7
5	5	38.4	6	50.0	22	21.5	21	20.5
6	1	7.6	1	8.3				
no response	3	23.0	3	25.0	34	33.3	28	27.4

TABLE 28

RANK OF CONCEPTS/ELEMENTS IN POSTULATE V

QUESTIONNAIRE I SECTION C

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
V. (personnel important to utilize when evaluating)								
STUDENT								
1	6	46.1	4	33.3	60	58.8	55	53.9
2	4	30.7	5	41.6	21	20.5	27	26.4
3	2	15.3	1	8.3	9	8.8	12	11.7
4	1	7.6			4	3.9		
5					2	1.9	1	.9
6					1	.9		
7								
no response			2	16.6	5	4.9	7	6.8
SELF								
1	4	30.7	5	41.6	26	25.4	20	19.6
2	4	30.7	3	25.0	29	28.4	33	32.3

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
3	3	23.0	2	16.6	29	28.4	27	26.4
4					3	2.9	7	6.8
5	2	15.3			4	3.9	1	.9
6					1	.9	2	1.9
7								
no response			2	16.6	10	9.8	12	11.7
COUNSELOR								
1					2	1.9		
2	1	7.6			4	3.9	4	3.9
3	2	15.3	2	16.6	7	6.8	10	9.8
4	4	30.7	2	16.6	29	28.4	13	12.7
5	3	23.0	2	16.6	17	16.6	8	7.8
6			1	8.3	4	3.9	3	2.9
7								
no response	3	23.0	5	41.6	39	38.2	64	62.7
PRINCIPAL								
1	2	15.3			3	2.9	3	2.9

RANK	WEB		DCTB		WES		DCTS	
	#	%	#	%	#	%	#	%
2	1	7.6			2	1.9	2	1.9
3	2	15.3	2	16.6	15	14.7	6	5.8
4	2	15.3	2	16.6	18	17.6	8	7.8
5	3	23.0			14	13.7	8	7.8
6	1	7.6	2	16.6	8	7.8	3	2.9
7	1	7.6			3	2.9	1	.9
no response	1	7.6	6	50.0	39	38.2	64	62.7
FACULTY								
1					3	2.8		
2					6	5.8	3	2.9
3	1	7.6			3	2.9	7	6.8
4					10	9.8	8	7.8
5			2	16.6	10	9.8	12	11.7
6	6	46.1	1	8.3	21	20.5	14	13.7
7			1	8.3	1	.9	1	.9
no response	6	46.1	8	66.6	49	48.0	57	55.8

RANK	WEB #	 %	DCTB #	 %	WES #	 %	DCTS #	 %
EMPLOYER								
1	1	7.6	2	16.6	9	8.8	19	18.6
2	3	23.0	3	25.0	33	32.8	26	25.4
3	3	23.0	1	8.3	31	30.3	24	23.5
4	4	30.7	2	16.6	8	7.8	14	13.7
5	1	7.6			8	7.8	1	.9
6					2	1.9		
7					1	.9		
no response	1	7.6	4	33.3	10	9.8	18	17.6

TABLE 29

RANK OF CONCEPTS/ELEMENTS IN POSTULATE VI

QUESTIONNAIRE I SECTION C

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
VI. (non-school settings utilized for learning experiences)								
STUDENT'S HOME								
1	8	61.5	1	8.3	46	45.0	13	12.7
2	1	7.6			15	14.7	8	7.8
3	2	15.3	2	16.6	13	12.7	13	12.7
4	1	7.6	1	8.3	5	4.9	7	6.8
5					3	2.9	6	5.8
6			1	8.3			2	1.9
7							1	.9
no response	1	7.6	7	58.3	20	19.6	52	50.9
SPORTS EVENTS								
1					13	12.7	2	1.9
2	3	23.0			17	16.6	10	9.8

RANK	WEB #	WEB %	DCTB #	DCTB %	UES #	UES %	DCTS #	DCTS %
3	1	7.6			15	14.7	15	14.7
4	2	15.3	3	25.0	11	10.9	16	15.6
5	1	7.6	3	25.0	1	.9	5	4.9
6	1	7.6					2	1.9
7			1	8.3				
no response	5	38.4	5	41.6	45	44.1	52	50.9
CLUB FUNCTIONS								
1	1	7.6	9	75.0	11	10.7	74	72.5
2	5	38.4	1	8.3	16	15.6	12	11.7
3	1	7.6			13	12.7	3	2.9
4	1	7.6			4	3.9	1	.9
5					2	1.9		
6					3	2.9		
7								
no response	5	38.4	2	16.6	53	51.9	12	11.7
CLASS SOCIALS								
1	2	15.3			6	5.8	4	3.9

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
2	2	15.3	5	41.6	19	18.6	46	45.0
3	3	23.0	3	25.0	8	7.8	17	16.6
4	2	15.3			12	11.7	3	2.9
5	1	7.6			6	5.8	3	2.9
6							1	.9
7								
no response	3	23.0	4	33.3	51	50.0	28	27.4
COMMUNITY ORGANIZED/SPONSORED ACTIVITIES								
1	1	7.6			9	8.8	2	1.9
2			1	8.3	14	13.7	14	13.7
3	3	23.0	2	16.6	15	14.7	20	19.6
4	3	23.0	2	16.6	9	8.8	9	8.8
5	1	7.6	1	8.3	10	9.8	8	7.8
6					2	1.9	3	2.9
7							1	.9
no response	5	38.4	6	50.0	43	42.1	45	44.1

RANK	WEB #	%	DCTB #	%	WES #	%	DCTS #	%
OWN HOME								
1					1	.9	1	.9
2	1	7.6	1	8.3	3	2.9	1	.9
3	1	7.6	1	8.3	6	5.8	2	1.9
4	1	7.6			4	3.9	9	8.8
5	1	7.6	1	8.3	5	4.9	6	5.8
6	2	15.3	2	16.6	6	5.8	8	7.8
7					1	.9		
no response	7	53.8	7	58.3	76	74.5	65	63.7

TABLE 30

RANK OF CONCEPTS/ELEMENTS IN POSTULATE VII

QUESTIONNAIRE I SECTION C

RANK	WEB #	 %	DCTB #	 %	WES #	 %	DCTS #	 %
VII. (skills necessary to determine curriculum)								
DEVELOPING DIAGNOSTIC INSTRUMENTS								
1	7	53.8	2	16.6	32	31.3	27	26.4
2	4	30.7	4	33.3	18	17.6	10	9.8
3			1	8.3	6	5.8	5	4.9
4	2	15.3	1	8.3	7	6.8	10	9.8
5					8	7.8	5	4.9
6								
no response			4	33.3	31	30.3	45	44.1
ADMINISTERING DIAGNOSTIC INSTRUMENTS								
1	2	15.3			8	7.8	8	7.8
2	3	23.0	2	16.6	28	27.4	25	24.5
3	4	30.7	3	25.0	23	22.5	10	9.8

RANK	WEB		DCTB		WES		DCTS	
	#	%	#	%	#	%	#	%
4	1	7.6	1	8.3	9	8.8	6	5.8
5	3	23.0	1	8.3	3	2.9	5	4.9
6								
no response								
ANALYZING DIAGNOSTIC DATA								
1			2	16.6	13	12.7	16	15.6
2	6	46.1			23	22.5	21	20.5
3	4	30.7	3	25.0	27	26.5	26	25.4
4	2	15.3	2	16.6	14	13.7	10	9.8
5	1	7.6	1	8.3	2	1.9		
6								
no response			4	33.3	23	22.5	29	28.4
UTILIZING DIAGNOSTIC DATA IN INSTRUCTION								
1	2	15.3	1	8.3	21	20.5	20	19.6
2			3	25.0	16	15.5	17	16.6
3	3	23.0			10	9.8	15	14.7
4	5	38.4	2	16.6	25	24.5	17	16.6

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
5	1	7.6	1	8.3	5	4.9	1	.9
6								
no response	2	15.3	5	41.6	25	24.5	32	31.3
FAMILIARITY WITH COMMERCIAL DIAGNOSTIC INSTRUMENTS								
1	2	15.3	2	16.6	14	13.7	7	6.8
2					4	3.9	7	6.8
3	2	15.3			7	6.8	7	6.8
4	2	15.3			2	1.9	5	4.9
5	3	23.0	2	16.6	19	18.6	19	18.6
6			1	8.3	2	1.9		
no response	4	30.7	7	58.3	54	52.9	57	55.8

TABLE 31

RANK OF CONCEPTS/ELEMENTS IN POSTULATE VIII

QUESTIONNAIRE I SECTION C

	WEB		DCTB		WES		DCTS	
RANK	#	%	#	%	#	%	#	%
VIII. (community elements providing good advice)								
ADVISORY COUNCILS								
1	5	38.4	4	33.3	35	34.3	43	42.1
2	1	7.6	1	8.3	8	7.8	16	15.6
3			4	33.3	12	11.7	11	10.4
4	3	23.0			3	2.9	4	3.9
5					3	2.9	3	2.9
6								
no response	4	30.7	3	25.0	41	40.1	25	24.5
CIVIC ORGANIZATIONS								
1	1	7.6	2	16.6	5	4.9	7	6.8
2	2	15.3	1	8.3	16	15.6	17	16.6
3	4	30.7	1	8.3	16	15.6	22	21.5

RANK	WEB #	%	DCTB #	%	WES #	%	DCTS #	%
4	2	15.3	1	8.3	18	17.6	17	16.6
5			2	16.6	2	1.9	1	.9
6					2	1.9		
no response	4	30.7	5	41.6	43	42.1	38	37.2
PUBLIC AGENCIES								
1	4	30.7	1	8.3	19	18.6	7	6.8
2	4	30.7	2	16.6	25	24.5	16	15.6
3	2	15.3	1	8.3	24	23.5	18	17.6
4	1	7.6	2	16.6	5	4.9	11	10.7
5					5	4.9	2	1.9
6								
no response	2	15.3	6	50.0	24	23.5	48	47.0
BUSINESS ORGANIZATIONS								
1	1	7.6	2	25.0	26	25.4	29	28.4
2	3	23.0	5	41.6	35	34.3	35	34.3
3	3	23.0			13	12.7	12	11.7
4					4	3.9	6	5.8

RANK	WEB		DCTB		WES		DCTS	
	#	%	#	%	#	%	#	%
5	1	7.6			1	.9		
6								
no response	5	38.4	4	33.3	23	22.5	20	19.6
SOCIAL AGENCIES								
1					1	.9		
2	1	7.6			5	4.9	3	2.9
3					12	11.7	7	6.8
4	1	7.6	2	16.6	8	7.8	5	4.9
5	4	30.7	1	8.3	15	14.7	19	18.6
6			1	8.3			1	.9
no response	7	53.8	8	66.6	61	59.8	67	65.6

TABLE 32

RANK OF CONCEPTS/ELEMENTS IN POSTULATE IX

QUESTIONNAIRE I SECTION C

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
IX. (opinions regarding training stations)								
SHOULD BE REQUIRED FOR ALL STUDENTS								
1	4	30.7			17	16.6	28	27.4
2	1	7.6	1	8.3	11	10.7	9	8.8
3	1	7.6			8	7.8	9	8.8
4	1	7.6	1	8.3	2	1.9	1	.9
5					1	.9		
6								
no response	6	46.1	10	83.3	63	61.7	55	53.9
SHOULD BE USED FOR SOME STUDENTS								
1	3	23.0	6	50.0	22	21.5	23	22.5
2	1	7.6			14	13.7	11	10.7
3			1	8.3	6	5.8	6	5.8

RANK	WEB #	%	DCTB #	%	UES #	%	DCTS #	%
4	1	7.6			1	.9	2	1.9
5								
6								
no response	8	61.5	5	41.6	59	57.8	60	58.8
SHOULD NOT BE USED								
1			1	8.3	3	2.9	3	2.9
2					1	.9		
3					1	.9		
4					1	.9	2	1.9
5	1	7.6	1	8.3			4	3.9
6								
no response	12	92.3	10	83.3	96	94.1	93	91.1
SHOULD BE DEVELOPED BY AND AGREEABLE TO ALL PERSONS INVOLVED								
1	4	30.7			38	37.2	30	29.4
2	4	30.7	4	33.3	27	26.4	31	30.3
3	1	7.6	2	16.6	11	10.7	7	6.8
4							2	1.9

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
5							1	.9
6								
no response	4	30.7	6	50.0	26	25.4	31	30.3
SHOULD INCLUDE EXPLICIT STATEMENTS OF RESPONSIBILITIES								
1			2	16.6	13	12.7	8	7.8
2	2	15.3	1	8.3	29	28.4	23	22.5
3	5	38.4			26	25.4	26	25.4
4					1	.9	1	.9
5							1	.9
6								
no response	6	46.1	9	75.0	33	32.3	43	42.1

TABLE 33

RANK OF CONCEPTS/ELEMENTS IN POSTULATE X

QUESTIONNAIRE I SECTION C

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
X. (data gathered via supervision on-the-job)								
STUDENT WEAKNESSES								
1	2	15.3	4	33.3	21	20.5	19	18.6
2	2	15.3	1	8.3	14	13.7	13	12.7
3	5	38.4	1	8.3	17	16.6	14	13.7
4	1	7.6	3	25.0	18	17.6	15	14.7
5	1	7.6	1	8.3	10	9.8	14	13.7
6					5	4.8	6	5.8
7								
no response	2	15.3	2	16.6	17	16.6	21	20.5
STUDENT STRENGTHS								
1	3	23.0	2	16.6	22	21.5	16	15.6
2	3	23.0	4	33.3	27	26.4	20	19.6
3	3	23.0	2	16.6	17	16.6	21	20.5

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
4	1	7.6	1	8.3	16	15.6	17	16.6
5			1	8.3	5	4.9	7	6.8
6	1	7.6			1	.9	3	2.9
7								
no response	2	15.3	2	16.6	14	13.7	18	17.6
STUDENT PROBLEM AREAS								
1	3	23.0	2	16.6	23	22.5	21	20.5
2	4	30.7	3	25.0	15	14.7	19	18.6
3	2	15.3	3	25.0	27	26.4	22	21.5
4	1	7.6			12	11.7	9	8.8
5	1	7.6			8	7.8	6	5.8
6			1	8.3	2	1.9	7	6.8
7							1	.9
no response	2	15.3	3	25.0	15	14.7	17	16.6
STUDENT SKILL DEVELOPMENT								
1			1	8.3	12	11.7	16	15.6
2			2	16.6	16	15.6	21	20.5

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
3	1	7.6	3	25.0	13	12.7	12	11.7
4	5	38.4	2	16.6	19	18.6	20	19.6
5	1	7.6	1	8.3	14	13.7	8	7.8
6					6	5.8	1	.9
7								
no response	6	46.1	3	25.0	22	21.5	24	23.5
OVERALL EFFECTIVENESS OF TRAINING STATIONS								
1	3	23.0	2	16.6	19	18.6	24	23.5
2					14	13.7	15	14.7
3			1	8.3	10	9.8	13	12.7
4	1	7.6	1	8.3	9	8.8	8	7.8
5	4	30.7	4	33.3	16	15.6	16	15.6
6	1	7.6	1	8.3	6	5.8	1	.9
7								
no response	4	30.7	3	25.0	28	27.4	25	24.5

RANK	WEB #	WEB %	DCTB #	DCTB %	WTS #	WTS %	DCTS #	DCTS %
EMPLOYER/STUDENT ADHERENCE TO TRAINING PLANS								
1					18	17.6	7	6.8
2	2	15.3			5	4.9	1	.9
3					6	5.8	4	3.9
4			1	8.3	7	6.8	6	5.8
5	2	15.3			8	7.8	9	8.8
6	4	30.7	3	25.0	15	14.7	22	21.5
7			1	8.3	1	.9		
no response	5	38.4	7	58.3	42	41.1	53	51.9

TABLE 34

RANK OF CONCEPTS/ELEMENTS IN POSTULATE XI

QUESTIONNAIRE I SECTION B

RANK	WEB #	%	DCTB #	%	WES #	%	DCTS #	%
XI. (promotional techniques)								
PUBLIC MEDIA								
1	1	7.6	3	25.0	19	18.6	19	18.6
2	1	7.6	2	16.6	11	10.7	14	13.7
3	1	7.6	1	8.3	12	11.7	17	16.6
4	3	23.0	3	25.0	13	12.7	11	10.7
5	1	7.6			8	7.8	5	4.9
6	1	7.6			1	.9	5	4.9
7								
no response	5	38.4	3	25.0	38	37.2	31	30.3
SPEAKING ENGAGEMENTS								
1	2	15.3			5	4.9	6	5.8
2	1	7.6	1	8.3	12	11.7	22	21.5

RANK	WEB #	WEB %	DCTB #	DCTB %	WTS #	WTS %	DCTS #	DCTS %
3	1	7.6			19	18.6	17	16.6
4			2	16.6	12	11.7	11	10.7
5	1	7.6	1	8.3	4	3.9	5	4.9
6	1	7.6	2	16.6	3	2.9	2	1.9
7			1	8.3				
no response	7	53.8	5	41.6	47	46.0	39	38.2
PERSONAL MEMBERSHIP IN COMMUNITY ORGANIZATIONS								
1			2	16.6	4	3.9	3	2.9
2	1	7.6			17	16.6	11	10.7
3	2	15.3	2	16.6	10	9.8	14	13.7
4	1	7.6	2	16.6	4	3.9	12	11.7
5	1	7.6	3	25.0	6	5.8	17	16.6
6	1	7.6			10	9.8	6	5.8
7	2	15.3			1	.9		
no response	5	38.4	3	25.0	50	49.0	39	38.2

RANK	WEB #	WEB %	DCTB #	DCTB %	WFS #	WFS %	DCTS #	DCTS %
DISTRIBUTION OF BUSINESS CARDS								
1			1	8.3	9	8.8	4	3.9
2	3	23.0			22	21.5	16	15.6
3	2	15.3	3	25.0	13	12.7	13	12.7
4	3	23.0			8	7.8	14	13.7
5	1	7.6	2	16.6	1	.9	6	5.8
6			1	8.3	5	4.9	7	6.8
7							2	1.9
no response	4	30.7	5	41.6	44	43.1	40	39.2
PERSONAL WRITTEN COMMUNICATIONS								
1					6	5.8	1	.9
2	3	23.0	3	25.0	12	11.7	7	6.8
3	2	15.3	2	16.6	16	15.6	17	16.6
4	2	15.3	1	8.3	8	7.8	11	10.7
5					9	8.8	8	7.8
6			1	8.3	2	1.9	4	3.9
7					2	1.9	1	.9
no response	6	46.1	5	41.6	47	46.0	53	51.9

RANK	WFB #	WFB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
SPEAKING TO INDIVIDUALS								
1	6	46.1	4	33.3	50	49.0	56	54.9
2	2	15.3	4	33.3	18	17.6	16	15.6
3	1	7.6	2	16.6	11	10.7	11	10.7
4	1	7.6			5	4.9	6	5.8
5					4	3.9	1	.9
6					4	3.9	1	.9
7								
no response	3	23.0	2	16.6	10	9.8	11	10.7

TABLE 35

RANK OF CONCEPTS/ELEMENTS IN POSTULATE XII

QUESTIONNAIRE I SECTION C

RANK	WEB \#	 %	DCTB \#	 %	WES \#	 %	DCTS \#	 %
XII. (conditions conducive to student "job" change)								
ONLY IF THE STUDENT IS FIRED								
1	2	15.3	4	33.3	12	11.7	19	18.6
2	2	15.3	2	16.6	24	23.5	19	18.6
3	1	7.6	2	16.6	12	11.7	12	11.7
4					3	2.9	3	2.9
5	1	7.6	1	8.3			3	2.9
6								
no response	7	53.8	3	25.0	51	50.0	46	45.0
IF THERE IS AN EMPLOYER/STUDENT PERSONALITY CONFLICT								
1	5	38.4	3	25.0	47	46.0	42	41.1
2	6	46.1	8	66.6	29	28.4	35	34.3
3					8	7.8	12	11.7

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
4					1	.9		
5					1	.9		
6								
no response	2	15.3	1	8.3	16	15.6	13	12.7
AFTER THE STUDENT HAS MASTERED THE SKILLS OF HIS JOB								
1	1	7.6	1	8.3	14	13.7	15	14.7
2	2	15.3			13	12.7	16	15.6
3			3	25.0	10	9.8	10	9.8
4					4	3.9	1	.9
5								
6								
no response	10	76.9	8	66.6	61	59.8	60	58.8
ANYTIME THE STUDENT WISHES TO								
1	1	7.6			5	4.9		
2					4	3.9	2	1.9
3	1	7.6			4	3.9	1	.9
4	1	7.6			2	1.9	4	3.9

RANK	WEB #	 %	DCTB #	 %	WFS #	 %	DCTS #	 %
5			1	8.3	6	5.8	2	1.9
6					1	.9	2	1.9
no response	10	76.9	11	91.6	80	78.4	91	89.2
ON A REGULAR PREDETERMINED BASIS								
1			1	8.3	3	2.9	2	1.9
2					8	7.8	8	7.8
3	1	7.6			9	8.8	4	3.9
4					6	5.8	3	2.9
5					2	1.9	2	1.9
6								
no response	12	92.3	11	91.6	74	72.5	83	81.3

TABLE 36

RANK OF CONCEPTS/ELEMENTS IN POSTULATE XIII

QUESTIONNAIRE I SECTION C

	WEB		DCTB		WES		DCTS	
RANK	#	%	#	%	#	%	#	%
XIII. (instructional responsibilities)								
EMPLOYABILITY SKILLS								
1	10	76.9	2	16.6	47	46.0	48	47.0
2			2	16.6	20	19.6	16	15.6
3	2	15.3	4	33.3	16	15.6	14	13.7
4			1	8.3	7	6.8	4	3.9
5					4	3.9	2	1.9
6					1	.9	1	.9
7							1	.9
8								
9								
no response	1	7.6	3	25.0	7	6.8	16	15.6
VOCATIONAL (JOB) SKILLS								
1					7	6.8	9	8.8

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
2	3	23.0	2	16.6	10	9.8	18	17.6
3			1	8.3	15	14.7	8	7.8
4	2	15.3	2	16.6	14	13.7	14	13.7
5	1	7.6			10	9.8	13	12.7
6	2	15.3	1	8.3	5	4.9	2	1.9
7			1	8.3	5	4.9	2	1.9
8							1	.9
9								
no response	5	38.4	5	41.6	36	35.2	35	34.3
COMMUNICATION SKILLS								
1			3	25.0	8	7.6	10	9.8
2	4	30.7	2	16.6	24	23.5	15	14.7
3	2	15.3	3	25.0	19	18.6	28	27.4
4	1	7.6	1	8.3	19	18.6	19	18.6
5	2	15.3			9	8.8	8	7.8
6	2	15.3	1	8.3	4	3.9	5	4.9
7					2	1.9		

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
8					1	.9		
9								
no response	2	15.3	2	16.6	15	14.7	17	16.6
ACADEMIC SKILLS								
1			1	8.3	7	6.8	5	4.9
2					4	3.9	1	.9
3	1	7.6			8	7.8	2	1.9
4	1	7.6			11	10.7	7	6.8
5	3	23.0	1	8.3	21	20.5	9	8.8
6	2	15.3	1	8.3	10	9.8	7	6.8
7	1	7.6	1	8.3	2	1.9	9	8.8
8	3	23.0	2	16.6	6	5.8	7	6.8
9							1	.9
no response	2	15.3	6	50.0	33	32.3	54	52.9
GENERAL STUDY SKILLS								
1					1	.9	3	2.9
2	1	7.6			3	2.9	3	2.9

RANK	WEB #	WEB %	DCTB #	DCTB %	WES #	WES %	DCTS #	DCTS %
3	2	15.3			8	7.8	5	4.9
4	2	15.3			15	14.7	7	6.8
5	1	7.6	2	16.6	17	16.6	6	5.8
6	2	15.3	3	25.0	13	12.7	18	17.6
7	2	15.3	2	16.6	8	7.8	9	8.8
8					5	4.9	4	3.9
9								
no response	3	23.0	5	41.6	32	31.3	47	46.0
HUMAN RELATIONS SKILLS								
1	2	15.3	5	41.6	31	30.3	22	21.5
2	4	30.7	3	25.0	23	22.5	27	26.4
3	4	30.7			13	12.7	18	17.6
4	2	15.3	1	8.3	9	8.8	8	7.8
5					9	8.8	8	7.8
6			1	8.3	5	4.9	1	.9
7					1	.9	3	2.9

	WEB		DCTB		WES		DCTS	
RANK	#	%	#	%	#	%	#	%
8								
9								
no response	1	7.6	2	16.6	11	10.7	15	14.7
MANAGEMENT/PLANNING SKILLS								
1					1	.9	2	1.9
2					1	.9	3	2.9
3					5	4.9		
4	1	7.6	2	16.6	2	1.9	3	2.9
5			2	16.6	6	5.8	10	9.8
6					13	12.7	16	15.6
7	3	23.0	1	8.3	9	8.8	7	6.8
8	1	7.6	1	8.3	9	8.8	11	10.7
9								
no response	8	61.5	6	50.0	56	54.9	50	49.0
DECISION MAKING SKILLS								
1					5	4.9	13	12.7
2			1	8.3	10	9.8	5	4.9

RANK	WEB #	WEB %	DCTB #	DCTB %	VES #	VES %	DCTS #	DCTS %
3			1	8.3	9	8.8	8	7.8
4	3	23.0	2	16.6	15	14.7	18	17.6
5	3	23.0	3	25.0	8	7.8	15	14.7
6	1	7.6			16	15.6	8	7.8
7	3	23.0			14	13.7	11	10.7
8					3	2.9	1	.9
9								
no response	3	23.0	5	41.6	22	21.5	23	22.5

TABLE 37

COMBINED RANK OF CONCEPTS/ELEMENTS IN POSTULATE I

QUESTIONNAIRE I SECTION C

	WEB-WES		DCTR-DCTS	
RANK	#	%	#	%
I. (elements necessary for role conceptualization)				
LEGAL RESPONSIBILITIES				
1	19	16.5	20	17.5
2	28	24.3	16	14.0
3	27	23.4	33	28.9
4	28	24.3	24	21.0
5	4	3.4	3	2.6
no response	9	7.8	18	15.7
IN-SCHOOL RESPONSIBILITIES				
1	21	18.2	26	22.8
2	38	33.0	38	33.3
3	31	26.0	27	23.6
4	17	14.7	3	2.6

RANK	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
5			3	2.6
no response	8	6.9	17	14.9
COORDINATING RESPONSIBILITIES				
1	41	35.6	41	35.9
2	31	26.9	37	32.4
3	25	21.7	24	21.0
4	11	9.5	5	4.3
5	2	1.7		
no response	5	4.3	7	6.1
MORAL RESPONSIBILITIES				
1	27	23.4	21	18.4
2	12	10.4	11	9.6
3	19	16.5	11	9.6
4	32	27.8	44	38.5
5	2	1.7	1	.8
no response	23	20.0	26	22.8

TABLE 38

COMBINED RANK OF CONCEPTS/ELEMENTS IN POSTULATE II

QUESTIONNAIRE I SECTION C

RANK	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
II. (services or personnel necessary to utilize)				
STATE CONSULTANTS				
1	5	4.3	11	9.6
2	20	17.3	11	9.6
3	16	13.9	18	15.7
4	14	12.1	12	10.5
5	10	8.6	13	11.4
6	5	4.3	6	5.2
7	4	3.4	1	.8
8			1	.8
no response	41	35.6	41	35.9
COUNTY SUPERVISORS				
1	25	21.7	33	28.9
2	21	18.2	24	21.0

RANK	WEB-WES		DCTB-DCTS	
	#	%	#	%
3	18	15.6	19	16.6
4	15	13.0	10	8.7
5	2	1.7	2	1.7
6	2	1.7		
7	3	2.6		
8				
no response	29	25.2	26	22.8
SCHOOL ADMINISTRATORS				
1	34	29.5	24	21.0
2	17	14.7	17	14.9
3	17	14.7	9	7.8
4	10	8.6	13	11.4
5	2	1.7	5	4.3
6	3	2.6	5	4.3
7	1	.8		
8				
no response	31	26.9	41	35.9

RANK	WEB-WES #	 %	DCTB-DCTS #	 %
SCHOOL SERVICES PERSONNEL				
1	8	6.9	5	4.3
2	20	17.3	11	9.6
3	8	6.9	10	8.7
4	9	7.8	8	7.0
5	10	8.6	13	11.4
6	9	7.8	5	4.3
7	4	3.4	3	2.6
8				
no response	47	40.8	59	51.7
STATE WORKSHOPS				
1	20	17.3	12	10.5
2	6	5.2	12	10.5
3	11	9.5	14	12.2
4	15	13.0	17	14.9
5	12	10.4	13	11.4
6	7	6.0	5	4.3

	WEB-WES		DCTB-DCTS	
RANK	#	%	#	%
7	2	1.7	5	4.3
8				
no response	42	36.5	36	31.5
COUNTY COOPERATIVE EDUCATION MEETINGS				
1	8	6.9	13	11.4
2	11	9.5	20	17.5
3	14	12.1	16	14.0
4	8	6.9	8	7.0
5	12	10.4	6	5.2
6	7	6.0	6	5.2
7	6	5.2	2	1.7
8				
no response	49	42.6	43	37.7
SCHOOL FACULTY MEETINGS				
1	2	1.7	3	2.6
2	3	2.6	2	1.7
3	6	5.2	6	5.2

RANK	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
4	5	4.3	3	2.6
5	9	7.8	2	1.7
6	12	10.4	8	6.0
7	11	9.5	11	9.6
8	2	1.7	4	3.5
no response	65	56.5	75	65.7

TABLE 39

COMBINED RANK OF CONCEPTS/ELEMENTS IN POSTULATE III

QUESTIONNAIRE I SECTION C

	WEB-WES		DCTB-DCTS	
RANK	#	%	#	%
III. (opportune time for coordinator to set good example)				
CLASSROOM INSTRUCTION				
1	56	48.6	71	62.2
2	31	26.9	17	14.9
3	15	13.0	12	10.5
4	7	6.0	3	2.6
5	2	1.7	3	2.6
6			1	.8
no response	4	3.4	7	6.1
TRAINING STATION SELECTION				
1	11	9.5	7	6.1
2	8	6.9	24	21.0
3	26	22.6	15	13.1

	WEB-WES		DCTB-DCTS	
RANK	#	%	#	%
4	21	18.2	20	17.5
5	7	6.0	7	6.1
6	2	1.7	3	2.6
no response	40	34.7	38	33.3
ON-THE-JOB SUPERVISION				
1	12	10.4	4	3.5
2	27	23.4	23	20.1
3	32	27.3	35	30.7
4	16	13.9	16	13.0
5	4	3.4	8	7.0
6	1	.8	1	.8
no response	23	20.0	27	23.6
DISCIPLINE				
1	23	20.0	18	15.7
2	25	21.7	24	21.0
3	18	15.6	17	14.9
4	18	15.6	23	20.1

RANK	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
5	7	6.0	10	8.7
6	1	.8		
no response	23	20.0	22	19.2
NON-SCHOOL RELATED CONTACT				
1	11	9.5	6	5.2
2	11	9.5	13	11.4
3	11	9.5	16	14.0
4	18	15.6	15	13.1
5	22	19.1	27	23.6
6	4	3.4	2	1.7
no response	38	33.0	35	30.7

TABLE 40

COMBINED RANK OF CONCEPTS/ELEMENTS IN POSTULATE IV

QUESTIONNAIRE I SECTION C

RANK	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
IV. (standards and guidelines necessary for utilization)				
STATE CURRICULUM GUIDES				
1	28	24.3	31	27.1
2	17	14.7	33	28.9
3	22	19.1	16	14.0
4	15	13.0	12	10.5
5	7	6.0	7	6.1
6				
no response	26	22.6	15	13.1
STUDENT SELECTION CRITERIA				
1	44	38.2	38	33.3
2	23	20.0	23	20.1
3	14	12.1	22	19.2

RANK	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
4	9	7.8	10	8.7
5	7	6.0	2	1.7
6	1	.8		
no response	17	14.7	19	16.6
STATE ACCREDITATION STANDARDS				
1	11	9.5	16	14.0
2	22	19.1	10	8.7
3	31	26.9	19	16.6
4	13	11.3	14	12.2
5	8	6.9	15	13.1
6				
no response	30	26.0	40	35.0
STUDENT EMPLOYMENT GUIDELINES				
1	18	15.6	6	5.2
2	33	28.6	27	23.6
3	14	12.1	18	15.3
4	27	23.4	25	21.9

	WEB-WES		DCTB-DCTS	
RANK	#	%	#	%
5	9	7.8	5	4.3
6			1	.8
no response	14	12.1	32	28.0
PHYSICAL ENVIRONMENT STANDARDS				
1	9	7.8	13	11.4
2	9	7.8	14	12.2
3	19	16.5	16	14.0
4	13	11.3	12	10.5
5	27	23.4	27	23.6
6	1	.8	1	.8
no response	37	32.1	31	27.1

TABLE 41

COMBINED RANK OF CONCEPTS/ELEMENTS IN POSTULATE V

QUESTIONNAIRE I SECTION C

RANK	WEB-WES #	 %	DCTB-DCTS #	 %
V. (personnel important to utilize when evaluating)				
STUDENT				
1	66	57.3	59	51.7
2	25	21.7	32	28.0
3	11	9.5	13	11.4
4	5	4.3		
5	2	1.7	1	.8
6	1	.8		
7				
no response	5	4.3	9	7.8
SELF				
1	30	26.0	25	21.9
2	33	28.6	36	31.5

	WEB-WES		DCTB-DCTS	
RANK	#	%	#	%
3	32	27.8	29	25.4
4	3	2.6	7	6.1
5	6	5.2	1	.8
6	1	.8	2	1.7
7				
no response	10	8.6	14	12.2
COUNSELOR				
1	2	1.7		
2	5	4.3	4	3.5
3	9	7.8	12	10.5
4	33	28.6	15	13.1
5	20	17.3	10	8.7
6	4	3.4	4	3.5
7				
no response	42	36.5	69	60.5
PRINCIPAL				
1	5	4.3	3	2.6

	WEB-WES		DCTB-DCTS	
RANK	#	%	#	%
2	3	2.6	2	1.7
3	17	14.7	8	7.0
4	20	17.3	17	14.9
5	17	14.7	8	7.0
6	9	7.8	5	4.3
7	4	3.4	1	.8
no response	40	34.7	70	61.4
FACULTY				
1	2	1.7		
2	6	5.2	3	2.6
3	4	3.4	7	6.1
4	10	8.6	8	7.0
5	10	8.6	14	12.2
6	27	23.4	15	13.1
7	1	.8	2	1.7
no response	55	47.8	65	57.0

RANK	WEB-WES		DCTB-DCTS	
	#	%	#	%
EMPLOYER				
1	10	8.6	21	18.4
2	36	31.3	29	25.4
3	34	29.5	25	21.9
4	12	10.4	16	14.0
5	9	7.8	1	.8
6	2	1.7		
7	1	.8		
no response	11	9.5	22	19.2

TABLE 42

COMBINED RANK OF CONCEPTS/ELEMENTS IN POSTULATE VI

QUESTIONNAIRE I SECTION C

RANK	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
VI. (non-school settings utilized for learning experiences)				
STUDENT'S HOME				
1	54	46.9	14	12.2
2	16	13.9	8	7.0
3	15	13.0	15	13.1
4	6	5.2	8	7.0
5	3	2.6	6	5.2
6			3	2.6
7			1	.8
no response	21	18.2	59	51.7
SPORTS EVENTS				
1	13	11.3	2	1.7
2	20	17.3	10	8.7

RANK	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
3	16	13.9	15	13.1
4	13	11.3	19	16.6
5	2	1.7	8	7.0
6	1	.8	2	1.7
7			1	.8
no response	50	43.4	57	50.0
CLUB FUNCTIONS				
1	12	10.4	83	72.8
2	21	18.2	13	11.4
3	14	12.1	3	2.6
4	5	4.3	1	.8
5	2	1.7		
6	3	2.6		
7				
no response	58	50.4	14	12.2
CLASS SOCIALS				
1	8	6.9	4	3.5

RANK	HEB-HES		PCTB-PCTS	
	#	%	#	%
2	21	18.2	51	44.7
3	11	9.5	20	17.5
4	14	12.1	3	2.6
5	7	6.0	3	2.6
6			1	.8
7				
no response	54	46.9	32	28.0
COMMUNITY ORGANIZED/SPONSORED ACTIVITIES				
1	10	8.6	2	1.7
2	14	12.1	15	13.1
3	18	15.6	22	19.2
4	12	10.4	11	9.6
5	11	9.5	9	7.8
6	2	1.7	3	2.6
7			1	.8
no response	48	41.7	51	44.7

RANK OWN HOME	WEB-WES #	 %	DCTB-DCTS #	 %
1	1	.8	1	.8
2	4	3.4	2	1.7
3	7	6.0	3	2.6
4	5	4.3	9	7.8
5	6	5.2	7	6.1
6	8	6.9	10	8.7
7	1	.8		
no response	83	72.1	72	63.1

TABLE 43

COMBINED RANK OF CONCEPTS/ELEMENTS IN POSTULATE VII

QUESTIONNAIRE I SECTION C

RANK	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
VII. (skills necessary to determine curriculum)				
DEVELOPING DIAGNOSTIC INSTRUMENTS				
1	39	33.9	29	25.4
2	22	19.1	14	12.2
3	6	5.2	6	5.2
4	9	7.8	11	9.6
5	8	6.9	5	4.3
6				
no response	31	26.9	49	42.9
ADMINISTERING DIAGNOSTIC INSTRUMENTS				
1	10	8.6	8	7.0
2	31	26.9	27	23.6
3	27	23.4	13	11.4
4	10	8.6	7	6.1

RANK	WEB-WES		DCTB-DCTS	
	#	%	#	%
5	6	5.2	6	5.2
6				
no response	31	26.9	53	46.4
ANALYZING DIAGNOSTIC DATA				
1	13	11.3	18	15.7
2	29	25.2	21	18.4
3	31	26.9	29	25.4
4	16	13.9	12	10.5
5	3	2.6	1	.8
6				
no response	23	20.0	33	28.9
UTILIZING DIAGNOSTIC DATA IN INSTRUCTION				
1	23	20.0	21	18.4
2	16	13.9	20	17.5
3	13	11.3	15	13.1
4	30	26.0	19	16.6
5	6	5.2	2	1.7

RANK	WEB-UES #	WEB-UES %	DCTP-DCTS #	DCTP-DCTS %
6				
no response	27	23.4	37	32.4
FAMILIARITY WITH COMMERCIAL DIAGNOSTIC INSTRUMENTS				
1	16	13.9	9	7.8
2	4	3.4	7	6.1
3	9	7.8	7	6.1
4	4	3.4	5	4.3
5	22	19.1	21	18.4
6	2	1.7	1	.8
no response	58	50.4	64	56.1

TABLE 44

COMBINED RANK OF CONCEPTS/ELEMENTS IN POSTULATE VIII

QUESTIONNAIRE I SECTION C

RANK	WEB-WES		DCTB-DCTS	
	#	%	#	%
VIII. (community elements providing good advice)				
ADVISORY COUNCILS				
1	40	34.7	47	41.2
2	9	7.8	17	14.9
3	12	10.4	15	13.1
4	6	5.2	4	3.5
5	3	2.6	3	2.6
6				
no response	45	39.1	28	24.5
CIVIC ORGANIZATIONS				
1	6	5.2	9	7.8
2	18	15.6	18	15.7
3	20	17.3	23	20.1

RANK	UEB-UES #	UEB-UES %	DCTB-DCTS #	DCTB-DCTS %
4	20	17.3	18	15.7
5	2	1.7	3	2.6
6	2	1.7		
no response	47	40.8	43	37.7
PUBLIC AGENCIES				
1	23	20.0	8	7.0
2	29	25.2	18	15.7
3	26	22.6	19	16.6
4	6	5.2	13	11.4
5	5	4.3	2	1.7
6				
no response	26	22.6	54	47.3
BUSINESS ORGANIZATIONS				
1	27	23.4	32	28.0
2	38	33.0	40	35.0
3	16	13.9	12	10.5
4	4	3.4	6	5.2

RANK	WEB-WTS		DCTB-DCTS	
	#	%	#	%
5	2	1.7		
6				
no response	28	24.3	24	21.0
SOCIAL AGENCIES				
1	1	.8		
2	6	5.2	3	2.6
3	12	10.4	7	6.1
4	9	7.8	7	6.1
5	19	16.5	20	17.5
6			2	1.7
no response	68	59.1	75	65.7

TABLE 45

COMBINED RANK OF CONCEPTS/ELEMENTS IN POSTULATE IX

QUESTIONNAIRE I SECTION C

RANK	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
IX. (opinions regarding training stations)				
SHOULD BE REQUIRED FOR ALL STUDENTS				
1	21	18.2	28	24.5
2	12	10.4	10	8.7
3	9	7.8	9	7.8
4	3	2.6	2	1.7
5	1	.8		
6				
no response	69	60.0	65	57.8
SHOULD BE USED FOR SOME STUDENTS				
1	25	21.7	29	25.4
2	15	13.0	11	9.6
3	6	5.2	7	6.1

RANK	WEB-NES #	WEB-NES %	DCTB-DCTS #	DCTB-DCTS %
4	2	1.7	2	1.7
5				
6				
no response	67	58.2	65	57.0
SHOULD NOT BE USED				
1	3	2.6	4	3.5
2	1	.8		
3	1	.8		
4	1	.8	2	1.7
5	1	.8	5	4.3
6				
no response	108	93.9	103	90.3
SHOULD BE DEVELOPED BY AND AGREEABLE TO ALL PERSONS INVOLVED				
1	42	36.5	30	26.3
2	31	26.9	35	30.7
3	12	10.4	9	7.8
4			2	1.7

RANK	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
5			1	.8
6				
no response	30	26.0	37	32.4
SHOULD INCLUDE EXPLICIT STATEMENTS OF RESPONSIBILITIES				
1	13	11.3	10	8.7
2	31	26.9	24	21.0
3	31	26.9	26	22.8
4	1	.8	1	.8
5			1	.8
6				
no response	39	33.9	52	45.6

TABLE 46

COMBINED RANK OF CONCEPTS/ELEMENTS IN POSTULATE X

QUESTIONNAIRE I SECTION C

RANK	WEB-WES #	 %	DCTB-DCTS #	 %
X. (data gathered via supervision on-the-job)				
STUDENT WEAKNESSES				
1	23	20.0	23	20.1
2	16	13.9	14	12.2
3	22	19.1	15	13.1
4	19	16.5	18	15.7
5	11	9.5	15	13.1
6	5	4.3	6	5.2
7				
no response	19	16.5	23	20.1
STUDENT STRENGTHS				
1	25	21.7	18	15.7
2	30	26.0	24	21.0

RANK	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
3	20	17.3	23	20.1
4	17	14.7	18	15.7
5	5	4.3	8	7.0
6	2	1.7	3	2.6
7				
no response	16	13.9	20	17.5
STUDENT PROBLEM AREAS				
1	26	22.6	23	20.1
2	19	16.5	22	19.2
3	29	25.2	25	21.9
4	13	11.3	9	7.8
5	9	7.8	6	5.2
6	2	1.7	8	7.0
7			1	.8
no response	17	14.7	20	17.5
STUDENT SKILL DEVELOPMENT				
1	12	10.4	17	14.9

	WEB-WES		DCTB-DCTS	
RANK	#	%	#	%
2	16	13.9	23	20.1
3	14	12.1	15	13.1
4	24	20.8	22	19.2
5	15	13.0	9	7.8
6	6	5.2	1	.8
7				
no response	28	24.3	27	23.6
OVERALL EFFECTIVENESS OF TRAINING STATIONS				
1	22	19.1	26	22.8
2	14	12.1	15	13.1
3	10	8.6	14	12.2
4	10	8.6	9	7.8
5	20	17.3	20	17.5
6	7	6.0	2	1.7
7				
no response	32	27.8	28	24.5

RANK	WEB-WES #	 %	DCTB-DCTS #	 %
EMPLOYER/STUDENT ADHERENCE TO TRAINING PLANS				
1	18	15.6	7	6.1
2	7	6.0	1	.8
3	6	5.2	4	3.5
4	7	6.0	7	6.1
5	10	8.6	9	7.8
6	19	16.5	25	21.9
7	1	.8	1	.8
no response	47	40.8	60	52.6

TABLE 47

COMBINED RANK OF CONCEPTS/ELEMENTS IN POSTULATE XI

QUESTIONNAIRE I SECTION C

RANK	WEB-WES #	 %	DCTB-DCTS #	 %
XI. (promotional techniques)				
PUBLIC MEDIA				
1	20	17.3	22	19.2
2	12	10.4	16	14.0
3	13	11.3	18	15.7
4	16	13.9	14	12.2
5	9	7.8	5	4.3
6	2	1.7	5	4.3
7				
no response	43	37.3	34	29.0
SPEAKING ENGAGEMENTS				
1	7	6.0	6	5.2
2	13	11.3	23	20.1

	WEB-WES		DCTB-DCTS	
RANK	#	%	#	%
3	20	17.3	17	14.9
4	12	10.4	13	11.4
5	5	4.3	6	5.2
6	4	3.4	4	3.5
7			1	.8
no response	54	46.9	44	38.5
PERSONAL MEMBERSHIP IN COMMUNITY ORGANIZATIONS				
1	4	3.4	5	4.3
2	18	15.6	11	9.6
3	12	10.4	16	14.0
4	5	4.3	14	12.2
5	7	6.0	20	17.5
6	11	9.5	6	5.2
7	3	2.6		
no response	55	47.8	42	36.8
DISTRIBUTION OF BUSINESS CARDS				
1	9	7.8	5	4.3

RANK	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
2	25	21.7	16	14.0
3	15	13.0	16	14.0
4	11	9.5	14	12.2
5	2	1.7	8	7.0
6	5	4.3	8	7.0
7			2	1.7
no response	48	41.7	45	39.4
PERSONAL WRITTEN COMMUNICATIONS				
1	6	5.2	1	.8
2	15	13.0	10	8.7
3	18	15.6	19	16.6
4	10	8.6	12	10.5
5	9	7.8	8	7.0
6	2	1.7	5	4.3
7	2	1.7	1	.8
no response	53	46.0	58	50.8

RANK	WEB-WES		DCTB-DCTS	
	#	%	#	%
SPEAKING TO INDIVIDUALS				
1	56	48.6	60	52.6
2	20	17.3	20	17.5
3	12	10.4	13	11.4
4	6	5.2	6	5.2
5	4	3.4	1	.8
6	4	3.4	1	.8
7				
no response	13	11.3	13	11.4

TABLE 48

COMBINED RANK OF CONCEPTS/ELEMENTS IN POSTULATE XII

QUESTIONNAIRE I SECTION C

RANK	WEB-WES		DCTB-DCTS	
	#	%	#	%
XII. (conditions conducive to student "job" change)				
ONLY IF THE STUDENT IS FIRED				
1	14	12.1	23	20.1
2	26	22.6	21	18.4
3	13	11.3	14	12.2
4	3	2.6	3	2.6
5	1	.8	4	3.5
6				
no response	58	50.4	49	42.9
IF THERE IS AN EMPLOYER/STUDENT PERSONALITY CONFLICT				
1	52	45.2	45	39.4
2	35	30.4	43	37.7
3	8	6.9	12	10.5

RANK	WEB-WES #	WEB-WES %	DCTB-DCTS #	DCTB-DCTS %
4	1	.8		
5	1	.8		
6				
no response	18	15.6	14	12.2
AFTER THE STUDENT HAS MASTERED THE SKILLS OF HIS JOB				
1	15	13.0	16	14.0
2	15	13.0	16	14.0
3	10	8.6	13	11.4
4	4	3.4	1	.8
5				
6				
no response	71	61.7	68	59.6
ANYTIME THE STUDENT WISHES TO				
1	6	5.2		
2	4	3.4	2	1.7
3	5	4.3	1	.8
4	3	2.6	5	4.3

RANK	WEB-WES \#	 %	DCTB-DCTS \#	 %
5	6	5.2	2	1.7
6	1	.8	2	1.7
no response	90	78.2	102	89.4
ON A REGULAR PREDETERMINED BASIS				
1	3	2.6	3	2.6
2	8	6.9	6	7.0
3	10	8.6	4	3.5
4	6	5.2	3	2.6
5	2	1.7	2	1.7
6				
no response	86	74.7	94	82.4

TABLE 49

COMBINED RANK OF CONCEPTS/ELEMENTS IS POSTULATE XIII

QUESTIONNAIRE I SECTION C

	WEB-WES		DCTB-DCTS	
RANK	#	%	#	%
XIII. (instructional responsibilities)				
EMPLOYABILITY SKILLS				
1	57	49.5	50	43.8
2	20	17.3	18	15.7
3	18	15.6	18	15.7
4	7	6.0	5	4.3
5	4	3.4	2	1.7
6	1	.8	1	.8
7			1	.8
8				
9				
no response	8	6.9	19	16.6
VOCATIONAL (JOB) SKILLS				
1	7	6.0	9	7.8

RANK	WEB-WES #	 %	DCTB-DCTS #	 %
2	13	11.3	20	17.5
3	15	13.0	9	7.8
4	16	13.9	16	14.0
5	11	9.5	13	11.4
6	7	6.0	3	2.6
7	5	4.3	3	2.6
8			1	.8
9				
no response	41	35.6	40	35.0
COMMUNICATION SKILLS				
1	9	7.8	13	11.4
2	28	24.3	17	14.9
3	21	18.2	31	27.1
4	20	17.3	20	17.5
5	11	9.5	8	7.0
6	6	5.2	6	5.2
7	2	1.7		

RANK	WEB-WES		DCTB-DCTS	
	#	%	#	%
8	1	.8		
9				
no response	17	14.7	19	16.6
ACADEMIC SKILLS				
1	7	6.0	6	5.2
2	4	3.4	1	.8
3	9	7.8	2	1.7
4	12	10.4	7	6.1
5	24	20.8	10	8.7
6	12	10.4	8	7.0
7	3	2.6	10	8.7
8	9	7.8	9	7.8
9			1	.8
no response	35	30.4	60	52.6
GENERAL STUDY SKILLS				
1	1	.8	3	2.6
2	4	3.4	3	2.6

RANK	VEB-VES #	VEB-VES %	DCTB-DCTS #	DCTB-DCTS %
3	10	8.6	5	4.3
4	17	14.7	7	6.1
5	18	15.6	8	7.0
6	15	13.0	21	18.4
7	10	8.6	11	9.6
8	5	4.3	4	3.5
9				
no response	35	30.4	52	46.4
HUMAN RELATIONS SKILLS				
1	33	28.6	27	23.6
2	27	23.4	30	26.3
3	17	14.7	18	15.7
4	11	9.5	9	7.8
5	9	7.8	8	7.0
6	5	4.3	2	1.7
7	1	.8	3	2.6

	WEB-WES		DCTB-DCTS	
RANK	#	%	#	%
8				
9				
no response	12	10.4	17	14.9
MANAGEMENT/PLANNING SKILLS				
1	1	.8	2	1.7
2	1	.8	3	2.6
3	5	4.3		
4	3	2.6	5	4.3
5	6	5.2	12	10.5
6	13	11.3	16	14.0
7	12	10.4	8	7.0
8	10	8.6	12	10.5
9				
no response				
DECISION MAKING SKILLS				
1	5	4.3	13	11.4
2	10	10.4	6	5.2

	WEB-WES		DCTB-DCTS	
RANK	#	%	#	%
3	9	7.8	9	7.8
4	18	15.6	20	17.5
5	11	9.5	18	15.7
6	17	14.7	8	7.0
7	17	14.7	11	9.6
8	3	2.6	1	.8
9				
no response	25	21.7	28	24.5

TABLE 50

MEAN RANK OF CONCEPTS/ELEMENTS IN POSTULATES I - XIII
GROUPS COMBINED

QUESTIONNAIRE I SECTION C

CONCEPT/ELEMENT	WEB-WES MEAN-RANK		DCTB-DCTS MEAN-RANK	
I. (elements necessary to understand for role conceptualization)				
LEGAL RESPONSIBILITIES	2.62	3	2.65	3
IN-SCHOOL RESPONSIBILITIES	2.41	2	2.07	2
COORDINATING RESPONSIBILITIES	2.05	1	1.93	1
MORAL RESPONSIBILITIES	2.62	3	2.89	4
II. (services or personnel to utilize)				
STATE CONSULTANTS	3.47	4	3.37	4
COUNTY SUPERVISORS	2.60	2	2.13	1
SCHOOL ADMINISTRATORS	2.30	1	2.63	2
SCHOOL SERVICES PERSONNEL	3.52	5	3.72	6
STATE WORKSHOPS	3.30	3	3.53	5
COUNTY COOPERATIVE EDUCATION MEETINGS	3.75	6	3.00	3
SCHOOL FACULTY MEETINGS	5.00	7	4.91	7

CONCEPT/ELEMENT	WEB-WES MEAN-RANK		DCTB-DCTS MEAN-RANK	
III. (opportune for coordinator to set good example)				
CLASSROOM INSTRUCTION	1.81	1	1.58	1
TRAINING STATION SELECTION	3.06	4	2.94	3
ON-THE-JOB SUPERVISION	2.70	2	3.10	4
DISCIPLINE	2.34	3	2.81	2
NON-SCHOOL RELATED CONTACT	3.39	5	3.57	5
IV. (standards and guidelines necessary to utilize)				
STATE CURRICULUM GUIDES	2.50	2	2.30	2
STUDENT SELECTION CRITERIA	2.09	1	2.10	1
STATE ACCREDITATION STANDARDS	2.82	4	3.02	4
STUDENT EMPLOYMENT GUIDELINES	2.76	3	2.95	3
PHYSICAL ENVIRONMENT STANDARDS	3.51	5	3.31	5
V. (personnel important to utilize when evaluating)				
STUDENT	1.68	1	1.59	1
SELF	2.28	2	2.29	2
COUNSELOR	4.04	5	3.95	5

	WEB-WES		DCTB-DCTS	
CONCEPT/ELEMENT	MEAN-	RANK	MEAN-	RANK
PRINCIPAL	3.95	4	3.93	4
FACULTY	4.71	6	4.65	6
EMPLOYER	2.80	3	2.42	3
VI. (non-school utilized for learning experiences)				
STUDENT'S HOME	1.85	1	2.87	3
SPORTS EVENTS	2.60	3	4.23	5
CLUB FUNCTIONS	2.52	2	1.22	1
CLASS SOCIALS	2.85	4	2.42	2
COMMUNITY ORGANIZED/SPONSORED ACTIVITIES	3.08	5	3.30	4
OWN HOME	4.12	6	4.53	6
VII. (skills necessary to determine curriculum)				
DEVELOPING DIAGNOSTIC INSTRUMENTS	2.10	1	2.21	1
ADMINISTERING DIAGNOSTIC INSTRUMENTS	2.65	3	2.60	4
ANALYZING DIAGNOSTIC DATA	2.64	2	2.46	2
UTILIZING DIAGNOSTIC DATA IN INSTRUCTION	2.77	4	2.49	3
FAMILIARITY WITH COMMERCIAL DIAGNOSTIC INSTRUMENTS	3.21	5	3.44	5

CONCEPT/ELEMENT	WEB-WES MEAN-RANK		DCTB-DCTS MEAN-RANK	
VIII. (community elements providing good advice)				
ADVISORY COUNCILS	1.90	1	1.82	1
CIVIC ORGANIZATIONS	2.90	4	2.83	4
PUBLIC AGENCIES	2.33	3	2.71	3
BUSINESS ORGANIZATIONS	2.03	2	1.91	2
SOCIAL AGENCIES	3.82	5	4.18	5
IX. (opinions regarding training plans)				
SHOULD BE REQUIRED FOR ALL STUDENTS	1.93	3	1.65	2
SHOULD BE USED FOR SOME STUDENTS	1.68	2	1.63	1
SHOULD NOT BE USED	2.45	5	4.27	5
SHOULD BE DEVELOPED BY AND AGREEABLE TO ALL PERSONS INVOLVED	1.64	1	1.81	3
SHOULD INCLUDE EXPLICIT STATEMENTS OF RESPONSIBILITIES	2.26	4	2.23	4
X. (data gathered via supervision on-the-job)				
STUDENT WEAKNESSES	2.93	3	3.06	5
STUDENT STRENGTHS	2.52	1	2.81	2
STUDENT PROBLEM AREAS	2.65	2	2.75	1
STUDENT SKILL DEVELOPMENT	3.36	5	2.83	3

CONCEPT/ELEMENT	WEB-WES MEAN-RANK		DCTB-DCTS MEAN-RANK	
OVERALL EFFECTIVENESS OF TRAINING STATIONS	3.15	4	2.86	4
EMPLOYER/STUDENT ADHERENCE TO TRAINING PLANS	3.61	6	4.60	6
XI. (promotional techniques)				
PUBLIC MEDIA	2.48	2	2.73	2
SPEAKING ENGAGEMENTS	3.11	4	3.02	3
PERSONAL MEMBERSHIP IN COMMUNITY ORGANIZATIONS	3.45	5	3.70	6
DISTRIBUTION OF BUSINESS CARDS	2.80	3	3.41	4
PERSONAL WRITTEN COMMUNICATIONS	3.11	4	3.56	5
SPEAKING TO INDIVIDUALS	1.96	1	1.72	1
XII. (conditions conducive to student "job" change)				
ONLY IF THE STUDENT IS FIRED	2.14	3	2.13	3
IF THERE IS AN EMPLOYER/STUDENT PERSONALITY CONFLICT	1.59	1	1.70	1
AFTER THE STUDENT HAS MASTERED THE SKILLS OF HIS JOB	2.06	2	1.97	2
ANYTIME THE STUDENT WISHES TO	2.95	5	3.70	5
ON A REGULAR PREDETERMINED BASIS	2.86	4	2.65	4

CONCEPT/ELEMENT	WEB-WES MEAN-RANK		DCTB-DCTS MEAN-RANK	
XIII. (instructional responsibilities)				
EMPLOYABILITY SKILLS	1.91	1	1.92	1
VOCATIONAL (JOB) SKILLS	3.70	4	3.40	4
COMMUNICATION SKILLS	3.27	3	3.11	3
ACADEMIC SKILLS	4.68	5	5.32	7
GENERAL STUDY SKILLS	4.96	7	5.27	6
HUMAN RELATIONS SKILLS	2.56	2	2.57	2
MANAGEMENT/PLANNING SKILLS	5.92	8	5.79	8
DECISION MAKING SKILLS	4.71	6	4.12	5

QUESTIONNAIRE II (APPENDIX D)

SECTION I

Table 51	"Priority 1 'Vital' Knowledge Competency Statements" shows the number and percentage of vital responses for Work Experience.
Table 52	"Ordering of Priority 1 'Vital' Knowledge Competency Statements" places those statements given a vital assessment in order based on the percentage of responses for Work Experience.
Table 53	"Priority 2 'Important' Knowledge Competency Statements" shows the number and percentage of important responses for Work Experience.
Table 54	"Ordering of Priority 2 'Important' Knowledge Competency Statements" places those statements given an important assessment in order based on the percentage of responses for Work Experience.
Table 55	"Priority 3 'Vital + Important' Knowledge Competency Statements" shows the number and percentage of vital + important responses for Work Experience.
Table 56	"Ordering of Priority 3 'Vital + Important' Knowledge Competency Statements" places those statements given a vital + important assessment in order based on the percentage of responses for Work Experience.
Table 57	"Priority 1 'Vital' Knowledge Competency Statements" shows the number and percentage of vital responses for Diversified Cooperative Training.
Table 58	"Ordering of Priority 1 'Vital' Knowledge Competency Statements" places those statements given a vital assessment in order based on the percentage of responses for Diversified Cooperative Training.
Table 59	"Priority 2 'Important' Knowledge Competency Statements" shows the number and percentage of important responses for Diversified Cooperative Training.
Table 60	"Ordering of Priority 2 'Important' Knowledge Competency Statements" places those statements given an important assessment in order based on the percentage of responses for Diversified Cooperative Training.
Table 61	"Priority 3 'Vital + Important' Knowledge Competency Statements" shows the number and percentage of vital + important responses for Diversified Cooperative Training.

Table 62	"Ordering of Priority 3 'Vital + Important' Knowledge Competency Statements" places those statements given a vital + Important assessment in order based on the percentage of responses for Diversified Cooperative Training.
Table 63	"Knowledge Competency Statements Not Accepted" is a list of unaccepted statements based on percentages below the 50% minimum for each group.
Table 64	"Summary of Priority 1, 2, and 3 Knowledge Competency Statements" is a checklist of accepted statements for both groups categorized under the appropriate Priority column.
Table 65	"Ordering of all Knowledge Competency Statements According to Priorities" is a list of all accepted competency statements under Priority 1, 2, and 3 headings and placed in order based on the percentage of responses for Work Experience.
Table 66	"Ordering of All Knowledge Competency Statements According to Priorities" is a list of all accepted competency statements under Priority 1, 2, and 3 headings and placed in order based on the percentage of responses for Diversified Cooperative Training.

TABLE 51

PRIORITY 1 "VITAL" KNOWLEDGE COMPETENCY STATEMENTS (WORK EXPERIENCE)

QUESTIONNAIRE II SECTION I

		#	%
1.	CURRENT CHILD LABOR LAWS	26	89.6
2.	THE COMMUNITY JOB MARKET	24	82.7
3.	SOURCES OF OCCUPATIONAL INFORMATION	16	55.1
4.	PERSONAL LEGAL LIABILITIES	17	58.6
5.	THE PROGRAM STANDARDS (GUIDELINES)	17	58.6
6.	THE PROGRAM PURPOSE, GOALS, CURRICULUM, ETC.	22	75.8
7.	STUDENT SELECTION CRITERIA	17	58.6
8.	THE PURPOSE FOR ON-THE-JOB SUPERVISION	15	51.7
9.	GUIDANCE/COUNSELING TECHNIQUES	16	55.1

TABLE 52

ORDERING OF PRIORITY 1 "VITAL" KNOWLEDGE COMPETENCY STATEMENTS (WORK EXPERIENCE)

QUESTIONNAIRE II SECTION I

ORDER	KNOWLEDGE COMPETENCY
1	current child labor laws
2	the community job market
3	the program purpose, goals, curriculum, etc.
4	personal legal liabilities the program standards (guidelines) student selection criteria
5	sources of occupational information guidance/counseling techniques
6	the purpose for on the job supervision

TABLE 53

PRIORITY 2"IMPORTANT" KNOWLEDGE COMPETENCY STATEMENTS (WORK EXPERIENCE)

QUESTIONNAIRE II SECTION I

	#	%
1. THE F T E FUNDING CONCEPT	16	55.1
2. COOPERATIVE EDUCATION RELATED PROFESSIONAL ORGANIZATIONS	17	58.6
3. THE STATE AND COUNTY LINE OF AUTHORITY	17	58.6
4. THE ROLE (RESPONSIBILITIES, DUTIES) OF STATE AND COUNTY LEADERSHIP	15	51.7
5. FOLLOW-UP TECHNIQUES	15	51.7
6. THE PURPOSE OF TRAINING PLANS	16	55.1
7. PROGRAM PROMOTION TECHNIQUES	21	72.4
8. PRE/POST ASSESSMENT TECHNIQUES	18	62.0
9. THE NECESSITY FOR "INPUT"FROM THE BUSINESS COMMUNITY	19	65.6

TABLE 54

ORDERING OF PRIORITY 2 "IMPORTANT" KNOWLEDGE COMPETENCY STATEMENTS (WORK EXPERIENCE)

QUESTIONNAIRE II SECTION I

ORDER	KNOWLEDGE COMPETENCY
1	program promotion techniques
2	the necessity for "input" from the business community
3	pre/post assessment techniques
4	the state and county line of authority
5	cooperative education related professional organizations
	the F T E funding concept
	the purpose of training plans
6	the role (responsibilities, duties) of state and county leadership
	follow-up techniques

TABLE 55

PRIORITY 3 "VITAL + IMPORTANT" KNOWLEDGE COMPETENCY STATEMENTS (WORK EXPERIENCE)

QUESTIONNAIRE II SECTION I

		#	%
1.	CURRENT CHILD LABOR LAWS	28	96.5
2.	THE COMMUNITY JOB MARKET	28	96.5
3.	SOURCES OF OCCUPATIONAL INFORMATION	26	89.6
4.	PERSONAL LEGAL LIABILITY	26	89.6
5.	THE F T E FUNDING CONCEPT	24	82.7
6.	THE STATE ACCREDITATION STANDARDS	23	79.3
7.	THE HISTORY OF THE PROGRAM	17	58.6
8.	COOPERATIVE EDUCATION RELATED PROFESSIONAL ORGANIZATIONS	18	62.0
9.	THE PROGRAM STANDARDS (GUIDELINES)	27	93.1
10.	THE STATE AND COUNTY LINE OF AUTHORITY	24	82.7
11.	THE ROLE (RESPONSIBILITIES, DUTIES) OF STATE AND COUNTY LEADERSHIP	22	75.8
12.	THE PROGRAM PURPOSE, GOALS, CURRICULUM, ETC.	26	89.6
13.	COMMUNITY RESOURCES (HUMAN AND/OR MATERIAL)	26	89.6
14.	FOLLOW-UP TECHNIQUES	21	72.4

		#	%
15.	STUDENT SELECTION CRITERIA	26	89.6
16.	THE PURPOSE OF TRAINING PLANS	25	86.2
17.	THE PURPOSE FOR ON-THE-JOB SUPERVISION	28	96.5
18.	GUIDANCE/COUNSELING TECHNIQUES	26	89.6
19.	PROGRAM PROMOTION TECHNIQUES	25	86.2
20.	PRE/POST ASSESSMENT TECHNIQUES	22	75.8
21.	HOW TO SELECT EFFECTIVE TRAINING STATIONS	22	75.8
22.	THE FUNCTION OF ADVISORY COUNCILS	16	55.1
23.	THE NECESSITY OF HOME VISITS	20	68.9
24.	THE BENEFIT OF A DIVERSITY OF "WORK" EXPERIENCES FOR STUDENTS	23	79.3
25.	INDIVIDUALIZED INSTRUCTIONAL TECHNIQUES	22	75.8
26.	THE CURRENT INSTRUCTIONAL MATERIALS/EQUIPMENT AVAILABLE	25	86.2
27.	HIS/HER RELATIONSHIP TO THE TOTAL SCHOOL PROGRAM/ FACULTY	21	72.4
28.	THE NECESSITY FOR "INPUT" FROM THE BUSINESS COMMUNITY	24	82.7
29.	THE PERSONAL GROWTH OPPORTUNITIES PROVIDED VIA IN-SERVICE MEETINGS	16	55.1
30.	THE NECESSITY FOR TEACHING OUTSIDE THE NORMAL SCHOOL SETTING AND TIME FRAME	18	62.0

TABLE 56

ORDERING OF PRIORITY 3 "VITAL + IMPORTANT" KNOWLEDGE COMPETENCY STATEMENTS (WORK EXPERIENCE)

QUESTIONNAIRE II SECTION I

ORDER	KNOWLEDGE COMPETENCY
1	current child labor laws
	the community job market
	the purpose for on-the-job supervision
2	the program standards (guidelines)
3	sources of occupational information
	personal legal liabilities
	the program purpose, goals, curriculum, etc.
	community resources (human and/or material)
	student selection criteria
	guidance/counseling techniques
4	the purpose of training plans

ORDER	KNOWLEDGE COMPETENCY
	program promotion techniques
	the current instructional materials/equipment available
5	the F T E funding concept
	the state and county line of authority
	the necessity for "input" from the business community
6	the state accreditation standards
	the benefits of a diversity of "work" experiences for students
7	the role (responsibilities, duties) of state and county leadership
	pre/post assessment techniques
	how to select effective training stations
	individualized instruction techniques
8	follow-up techniques
	his/her relationship to the total school program/faculty
9	the necessity of home visits

ORDER	KNOWLEDGE COMPETENCY
10	cooperative education related professional organizations the necessity for teaching outside the normal school setting and time frame
11	the history of the program
12	the function of advisory councils the personal growth opportunities provided via in-service meetings

TABLE 57

PRIORITY 1 "VITAL" KNOWLEDGE COMPETENCY STATEMENTS (DIVERSIFIED COOPERATIVE TRAINING)

QUESTIONNAIRE II SECTION I

		#	%
1.	CURRENT CHILD LABOR LAWS	22	75.8
2.	THE COMMUNITY JOB MARKET	22	75.8
3.	SOURCES OF OCCUPATIONAL INFORMATION	20	68.9
4.	PERSONAL LEGAL LIABILITIES	19	65.5
5.	THE PROGRAM STANDARDS (GUIDELINES)	16	55.1
6.	THE PROGRAM PURPOSE, GOALS, CURRICULUM, ETC.	20	68.9
7.	COMMUNITY RESOURCES (HUMAN AND MATERIAL)	21	72.4
8.	STUDENT SELECTION CRITERIA	17	58.6
9.	THE PURPOSE FOR ON-THE-JOB SUPERVISION	16	55.1
10.	GUIDANCE/COUNSELING TECHNIQUES	17	58.6

TABLE 58

ORDERING OF PRIORITY 1 "VITAL" KNOWLEDGE COMPETENCY STATEMENTS (DIVERSIFIED COOPERATIVE TRAINING)

QUESTIONNAIRE II SECTION I

ORDER	KNOWLEDGE COMPETENCY
1	current child labor laws
	the community job market
2	community resources (human and/or material)
3	sources of occupational information
	the program purpose, goals, curriculum, etc.
4	personal legal liabilities
5	student selection criteria
	guidance/counseling techniques
6	the program standards (guidelines)
	the purpose for on-the-job supervision

TABLE 59

PRIORITY 2 "IMPORTANT" KNOWLEDGE COMPETENCY STATEMENTS (DIVERSIFIED COOPERATIVE TRAINING)

QUESTIONNAIRE II SECTION I

		#	%
1.	UNION POLICIES, PROCEDURES, SERVICES, ETC.	15	51.7
2.	THE F T E FUNDING CONCEPT	17	58.6
3.	COOPERATIVE EDUCATION RELATED PROFESSIONAL ORGANIZATIONS	15	51.7
4.	THE STATE AND COUNTY LINE OF AUTHORITY	15	51.7
5.	FOLLOW-UP TECHNIQUES	15	51.7
6.	THE PURPOSE OF TRAINING PLANS	16	55.1
7.	PROGRAM PROMOTION TECHNIQUES	17	58.6
8.	PRE/POST ASSESSMENT TECHNIQUES	17	58.6
9.	THE BENEFITS OF A DIVERSITY OF "WORK" EXPERIENCES FOR STUDENTS	16	55.1

TABLE 60

ORDERING OF PRIORITY 2 "IMPORTANT" KNOWLEDGE COMPETENCY STATEMENTS (DIVERSIFIED COOPERATIVE TRAINING)

QUESTIONNAIRE II SECTION I

ORDER	KNOWLEDGE COMPETENCY
1	the F T E funding concept
	program promotion techniques
	pre/post assessment techniques
2	the purpose of training plans
	the benefits of a diversity of "work" experiences for students
3	union policies, procedures, services, etc.
	cooperative education related professional organizations
	the state and county line of authority
	follow-up techniques

TABLE 61

PRIORITY 3 "VITAL + IMPORTANT" KNOWLEDGE COMPETENCY STATEMENTS (DIVERSIFIED COOPERATIVE TRAINING)

QUESTIONNAIRE II SECTION I

		#	%
1.	CURRENT CHILD LABOR LAWS	29	100.0
2.	THE COMMUNITY JOB MARKET	29	100.0
3.	UNION POLICIES, PROCEDURES, SERVICES, ETC.	18	62.0
4.	SOURCES OF OCCUPATIONAL INFORMATION	29	100.0
5.	PERSONAL LEGAL LIABILITY	26	89.6
6.	THE F T E FUNDING CONCEPT	23	79.3
7.	THE STATE ACCREDITATION STANDARDS	24	82.7
8.	THE HISTORY OF THE PROGRAM	26	89.6
9.	COOPERATIVE EDUCATION RELATED PROFESSIONAL ORGANIZATIONS	18	62.0
10.	THE PROGRAM STANDARDS (GUIDELINES)	27	93.1
11.	THE STATE AND COUNTY LINE OF AUTHORITY	21	72.4
12.	THE ROLE (RESPONSIBILITIES, DUTIES) OF STATE AND COUNTY LEADERSHIP	18	62.0
13.	THE PROGRAM PURPOSE, GOALS, CURRICULUM, ETC.	27	93.1
14.	COMMUNITY RESOURCES (HUMAN AND/OR MATERIAL)	28	96.5

		#	%
15.	FOLLOW-UP TECHNIQUES	24	82.7
16.	STUDENT SELECTION CRITERIA	28	96.5
17.	THE PURPOSE OF TRAINING PLANS	23	79.3
18.	THE PURPOSE FOR ON-THE-JOB SUPERVISION	27	93.1
19.	GUIDANCE/COUNSELING TECHNIQUES	26	89.6
20.	PROGRAM PROMOTION TECHNIQUES	28	96.5
21.	PRE/POST ASSESSMENT TECHNIQUES	23	79.3
22.	HOW TO SELECT EFFECTIVE TRAINING STATIONS	25	86.2
23.	THE FUNCTION OF ADVISORY COUNCILS	15	51.7
24.	THE NECESSITY OF HOME VISITS	19	65.5
25.	THE BENEFITS OF A DIVERSITY OF "WORK" EXPERIENCES FOR STUDENTS	23	79.3
26.	INDIVIDUALIZED INSTRUCTIONAL TECHNIQUES	26	89.6
27.	THE CURRENT INSTRUCTIONAL MATERIALS/EQUIPMENT AVAILABLE	26	89.6
28.	CLUB FUNCTIONS	18	62.0
29.	HIS/HER RELATIONSHIP TO THE TOTAL SCHOOL PROGRAM/FACULTY	23	79.3
30.	THE NECESSITY FOR "INPUT" FROM THE BUSINESS COMMUNITY	22	75.8
31.	THE PERSONAL GROWTH OPPORTUNITIES PROVIDED VIA IN-SERVICE MEETINGS	16	55.1
32.	THE NECESSITY FOR TEACHING OUTSIDE THE NORMAL SCHOOL SETTING AND TIME FRAME	18	62.0

TABLE 62

ORDERING OF PRIORITY 3 "VITAL + IMPORTANT" KNOWLEDGE COMPETENCY STATEMENTS (DIVERSIFIED COOPERATIVE TRAINING)

QUESTIONNAIRE II SECTION I

ORDER	KNOWLEDGE COMPETENCY
1	current child labor laws
	the community job market
	sources of occupational information
2	community resources (human and/or material)
	student selection criteria
	program promotion techniques
3	the program standards (guidelines)
	the program purpose, goals, curriculum, etc.
	the purpose for on-the-job supervision
4	personal legal liabilities
	the history of the program

ORDER	KNOWLEDGE COMPETENCY
	guidance/counseling techniques
	individualized instructional techniques
	the current instructional materials/equipment available
5	how to select effective training stations
6	the state accreditation standards
	follow-up techniques
7	the F T E funding concept
	the purpose of training plans
	pre/post assessment techniques
	the benefits of a diversity of "work" experiences for students
	his/her relationship to the total school program/faculty
8	the necessity for "input" from the business community
9	the state and county line of authority

ORDER	KNOWLEDGE COMPETENCY
10	the necessity of home visits
11	union policies, procedures, services, etc.
	cooperative education related professional organizations
	the role (responsibilities, duties) of state and county leadership
	club functions
	the necessity for teaching outside the normal school setting and time frame
12	the personal growth opportunities provided via in-service meetings
13	the function of advisory councils

TABLE 63

KNOWLEDGE COMPETENCY STATEMENTS NOT ACCEPTED

QUESTIONNAIRE II SECTION I

WORK EXPERIENCE

- union policies, procedures, services, etc.
- club functions

DIVERSIFIED COOPERATIVE TRAINING

* all competencies accepted

TABLE 64

SUMMARY OF PRIORITY 1, 2, AND 3 KNOWLEDGE COMPETENCY STATEMENTS

QUESTIONNAIRE II SECTION I

KNOWLEDGE COMPETENCY	PRIORITY 1		PRIORITY 2		PRIORITY 3	
	WE	DCT	WE	DCT	WE	DCT
1. current child labor laws	X	X			X	X
2. the community job market	X	X			X	X
3. union policies, procedures, services, etc.				X		X
4. sources of occupational information	X	X			X	X
5. personal legal liabilities	X	X			X	X
6. the F T E funding concept			X	X	X	X
7. the state accreditation standards					X	X
8. the history of the program					X	X
9. cooperative education related professional organizations			X	X	X	X
10. the program standards (guidelines)	X	X			X	X
11. the state and county line of authority			X	X	X	X
12. the role (responsibilities, duties) of state and county leadership			X		X	X
13. the program purpose, goals, curriculum, etc.	X	X			X	X

		PRIORITY 1		PRIORITY 2		PRIORITY 3	
		WE	DCT	WE	DCT	WE	DCT
14.	community resources (human and/or material)		X			X	X
15.	follow-up techniques			X	X	X	X
16.	student selection criteria	X	X			X	X
17.	the purpose of training plans			X	X	X	X
18.	the purpose of on-the-job supervision	X	X			X	X
19.	guidance/counseling techniques	X	X			X	X
20.	program promotion techniques			X	X	X	X
21.	pre/post assessment techniques			X	X	X	X
22.	how to select effective training stations					X	X
23.	the function of advisory councils					X	X
24.	the necessity of home visits					X	X
25.	the benefits of a diversity of "work" experiences for students				X	X	X
26.	individualized instructional techniques					X	X
27.	the current instructional materials/equipment available					X	X
28.	club functions						X
29.	his/her relationship to the total school program/faculty					X	X

	PRIORITY 1		PRIORITY 2		PRIORITY 3	
	WE	DCT	WE	DCT	WE	DCT
30. the necessity for "input" from the business community			X		X	X
31. the personal growth opportunities provided via in-service meetings					X	X
32. the necessity for teaching outside the normal school setting and time frame					X	X

TABLE 65

ORDERING OF ALL KNOWLEDGE COMPETENCY STATEMENTS ACCORDING TO PRIORITIES (WORK EXPERIENCE)

QUESTIONNAIRE II SECTION I

PRIORITY 1 "VITAL"

ORDER	KNOWLEDGE COMPETENCY
1	current child labor laws
2	the community job market
3	the program purpose, goals, curriculum, etc.
4	personal legal liabilities
	the program standards (guidelines)
	student selection criteria
5	sources of occupational information
	guidance/counseling techniques
6	the purpose for on-the-job supervision
PRIORITY 2 "IMPORTANT"	
1	program promotion techniques
2	the necessity for "input" from the business community
3	pre/post assessment techniques

ORDER	KNOWLEDGE COMPETENCY
4	the state and county line of authority
	cooperative education related professional organizations
5	the F T E funding concept
	the purpose of training plans
6	the role (responsibilities, duties) of state and county leadership
	follow-up techniques
PRIORITY 3 "VITAL + IMPORTANT"	
1	community resources (human and/or material)
2	the current instructional materials/equipment available
3	the state accreditation standards
	the benefits of a diversity of "work" experiences
4	how to select effective training stations
	individualized instructional techniques
5	his/her relationship to the total school program/faculty
6	the necessity of home visits
7	the necessity for teaching outside the normal school setting and time frame
8	the history of the program

ORDER	KNOWLEDGE COMPETENCY
9	the personal growth opportunities provided via inservice meetings
	the function of advisory councils

TABLE 66

ORDERING OF ALL KNOWLEDGE COMPETENCY STATEMENTS ACCORDING TO PRIORITIES

(DIVERSIFIED COOPERATIVE TRAINING)

QUESTIONNAIRE II SECTION I

PRIORITY 1 "VITAL"

ORDER	KNOWLEDGE COMPETENCY
1	current child labor laws
2	the community job market
3	community resources (human and/or material)
4	sources of occupational information
	the program purpose, goals, curriculum, etc.
5	personal legal liabilities
6	student selection criteria
	guidance/counseling techniques
7	the program standards (guidelines)
	the purpose for on-the-job supervision

PRIORITY 2 "IMPORTANT"

ORDER	KNOWLEDGE COMPETENCY
1	the F T E funding concept
	program promotion techniques
	pre/post assessment techniques
2	the purpose of training plans
	the benefits of a diversity of "work" experiences for students
3	union policies, procedures, services, etc.
	cooperative education related professional organizations
	the state and county line of authority
	follow-up techniques

PRIORITY 3 "VITAL + IMPORTANT"

1	individualized instructional techniques
	the current instructional materials/equipment available
2	how to select effective training stations
3	the state accreditation standards
4	his/her relationship to the total school program/faculty

ORDER	KNOWLEDGE COMPETENCY
5	the necessity for "input" from the business community
6	the necessity of home visits
7	the necessity for teaching outside the normal school setting and time frame
8	club functions
	the role (responsibilities, duties, etc.) of state and county leadership
9	the history of the program
	the personal growth opportunities provided via in-service meetings
10	the function of advisory councils

QUESTIONNAIRE II (APPENDIX D)

SECTION II

Table 67	"Practitioner Competency Statements Not Accepted" is a list of unaccepted practices based on percentages below the 50% minimum for both groups.
Table 68	"Ordering of All Practitioner Competency Statements" is a list of all competency statements placed in order based on the percentage of responses for Work Experience.
Table 69	"Ordering of All Practitioner Competency Statements" is a list of all competency statements placed in order based on the percentage of responses for Diversified Cooperative Training.

TABLE 67

PRACTITIONER COMPETENCY STATEMENTS NOT ACCEPTED

QUESTIONNAIRE II SECTION II

WORK EXPERIENCE

involves union representatives in the operation of his/her program

uses clubs as a vehicle for practical applications of classroom curriculum

DIVERSIFIED COOPERATIVE TRAINING

involves union representatives in the operation of his/her program

utilizes program history data in promotional activities

relies on his/her advisory council for advice and needed resources or services

makes regular home visits

encourages students to participate in numerous "work" experiences

TABLE 68

ORDERING OF ALL PRACTITIONER COMPETENCY STATEMENTS
(WORK EXPERIENCE)

QUESTIONNAIRE II SECTION II

ORDER	PRACTITIONER COMPETENCY
1	surveys his/her community to determine employment needs
	admits students into the program that he/she feels can be helped by the program
	provides guidance/counseling services for any student needing the service
2	incorporates the state accreditation standards into his/her program
	incorporates community resources into his/her program
	utilizes various follow-up techniques when conducting follow-up studies
3	has easy access to sources of occupational information
	searches for opportunities to promote his/her program
	has access to current instructional materials/equipment
4	utilizes the state recommended standards (guidelines) when operating his/her program
	directs all requests through the proper state/county channels of authority

ORDER	PRACTITIONER COMPETENCY
	utilizes curriculum that is attuned to program purpose, goals, etc.
	continually searches for new training stations in addition to improving the ones he/she already has
	keeps school personnel actively involved in his/her program
	keeps community business personnel actively involved in his/her program
5	complies with state/federal child labor laws in all aspects of program operation
	has a thorough understanding of the role (responsibilities, duties, etc.) of state and county leadership
	supervises students on-the-job
	individualizes his instruction to meet needs of individual students
6	maintains the necessary number of students in his/her program to generate sufficient funds
	encourages students to participate in numerous "work" experiences
	attends in-service meetings and workshops
7	behaves within the legal boundaries prescribed by law in all aspects of program operation
	bases decisions concerning students on data gathered via pre/post assessment instruments
8	actively participates in cooperative education professional organizations
	utilizes non-school settings and time frames to teach his/her students
	makes regular home visits

ORDER	PRACTITIONER COMPETENCY
9	utilizes training plans when assisting his/her students
10	utilizes program history data in promotional activities
11	relies on his/her advisory council for advice and needed resources or services
12	uses clubs as a vehicle for practical applications of classroom curriculum
13	involves union representatives in the operation of his/her program

TABLE 69

ORDERING OF ALL PRACTITIONER COMPETENCY STATEMENTS (DIVERSIFIED COOPERATIVE TRAINING)

QUESTIONNAIRE II SECTION II

ORDER	PRACTITIONER COMPETENCY
1	utilizes curriculum that is attuned to program purpose, goals, etc.
	admits students into the program that he/she feels can be helped by the program
2	continually searches for new training stations in addition to improving the ones he/she already has
	individualizes his instruction to meet needs of individual students
3	complies with state/federal child labor laws in all aspects of program operation
	behaves within the legal boundaries prescribed by law in all aspects of program operation
	has a thorough understanding of the role (responsibilities, duties, etc.) of state and county leadership
	incorporates community resources into his/her program
	searches for opportunities to promote his/her program
	has access to current instructional materials/equipment
4	has easy access to sources of occupational information

ORDER	PRACTITIONER COMPETENCY
	provides guidance/counseling services for any student needing the service
5	surveys his/her community to determine employment needs
	supervises students on-the-job
6	incorporates the state accreditation standards into his/her program
7	utilizes the state recommended standards (guidelines) when operating his/her program
	directs all requests through the proper state/county channels of authority
8	utilizes various follow-up techniques when conducting follow-up studies
	keeps school personnel actively involved in his/her program
	keeps community business personnel actively involved in his/her program
	utilizes non-school settings and time frames to "teach" his/her students
9	attends in-service meetings and workshops
10	utilizes training plans when assisting his/her students
11	maintains the necessary number of students in his/her program to generate sufficient funds

ORDER	PRACTITIONER COMPETENCY
	bases decisions concerning students on data gathered via pre/post assessment instruments
12	uses clubs as a vehicle for practical applications of classroom curriculum
13	actively participates in cooperative education professional organizations
14	makes regular home visits
15	relies on his/her advisory council for advice and needed resources or services
16	encourages students to participate in numerous "work" experiences
17	utilizes program history data in promotional activities
18	involves union representatives in the operation of his/her program

QUESTIONNAIRE II (APPENDIX D)

SECTION III

Table 70	"Perception of Responsibility Distribution" shows the assignment of responsibilities according to four given headings for Work Experience.
Table 71	"Ordering of 'My Sole Responsibility' Statements" is a list of all responsibility statements accepted as the coordinator's sole responsibility placed in order based on the percentage of responses for Work Experience.
Table 72	"Perception of Responsibility Distribution" shows the assignment of responsibilities according to four given headings for Diversified Cooperative Training.
Table 73	"Ordering of 'My Sole responsibility' Statements" is a list of all responsibility statements accepted as the coordinator's sole responsibility placed in order based on the percentage of responses for Diversified Cooperative Training.

TABLE 70

PERCEPTION OF RESPONSIBILITY DISTRIBUTION (WORK EXPERIENCE)

QUESTIONNAIRE II SECTION III

MY RESPONSIBILITY ALONE

1. Make sure the program is operating within the legal boundaries prescribed by child labor laws
2. Keep abreast of personal liabilities evolving from program management
3. Make sure that there are sufficient numbers of students enrolled in the program
4. Keep records of all data necessary to verify compliance with state accreditation standards
5. Secure data concerning program to use in promotional activities
6. Investigate and use the services and resources provided by cooperative education professional organizations
7. Operate the program within the guidelines recommended by the state department
8. Follow the state and county channels of authority when making requests
9. Find out what the role (responsibilities, duties) of state and county leaders are
10. Identify and secure community resources for classroom use
11. Conduct student follow-up studies and keep permanent data on file
12. Make the final decision on student acceptance into the program
13. Write training plans for each student in the program
14. Determine the number of on-the-job visitations that should be made

15. Counsel students in the program

16. Promote the program

17. Conduct pre and post assessment studies for each student in the program

18. Find the training stations the students will use to gain "work" experience

19. Organize and participate in the program advisory council

20. Determine the appropriateness of home visits

21. Determine the number of "work" experiences the students should have

22. Determine the most appropriate instructional techniques for classroom use

23. Keep up-to-date files of current instructional materials and/or equipment

24. Decide if the services of school personnel would benefit the students in the program

25. Involve business community personnel/services in the program

26. Provide data necessary to determine content for state and county in-service meetings, workshops, etc.

27. Arrange activities outside the normal school setting and time frame that are conducive to learning

MINE AND SOMEONE ELSE'S RESPONSIBILITY

1. Identify and recommend sources of occupational information for the school population

2. Make curriculum changes for the program

NOT APPLICABLE TO MY PROGRAM

1. Secure union input or services for the program

SOMEONE ELSE'S SOLE RESPONSIBILITY

***No responses to this category

***RESPONSIBILITIES NOT RECEIVING THE MINIMUM 50% ACCEPTANCE IN ANY CATEGORY

1. Conduct community surveys to determine employment needs
2. Organize, support, and participate in club functions

TABLE 71

ORDERING OF "MY SOLE RESPONSIBILITY" STATEMENTS (WORK EXPERIENCE)

QUESTIONNAIRE II SECTION III

ORDER	%	COORDINATOR BEHAVIOR
1	93.1	determine the most appropriate instructional techniques for classroom use
2	89.6	determine the appropriateness of home visits
3	86.2	identify and secure community resources for classroom use
4	82.7	keep records of all data necessary to verify compliance with state accreditation standards
		determine the number of on-the-job visitations that should be made
5	79.3	keep up-to-date files of current instructional materials and/or equipment
6	75.8	investigate and use the services and resources provided by cooperative education professional organizations
		conduct student follow-up studies and keep permanent data on file
		find the training stations the students will use to gain "work" experience

ORDER	%	COORDINATOR BEHAVIOR
7	72.4	operate the program within the guidelines recommended by the state department
		make the final decision on student acceptance into the program
		conduct pre and post assessment studies for each student in the program
		determine the number of "work" experiences the students should have
		decide if the services of school personnel would benefit the students in the program
		arrange activities outside the normal school setting and time frame that are conducive to learning
8	68.9	keep abreast of personal liabilities evolving from program management
9	65.5	secure data concerning program history to use in promotional activities
		find out what the role (responsibilities, duties) of state and county leaders are
		write training plans for each student in the program
		involve business community personnel/services in the program
10	58.6	follow the state and county channels of authority when making requests
		counsel students in the program

ORDER	%	COORDINATOR BEHAVIOR
11	55.1	make sure the program is operating within the legal boundaries prescribed by child labor laws
		organize and participate in the program advisory council
12	51.7	make sure that there are sufficient numbers of students enrolled in the program
		promote the program
		provide data necessary to determine content for state and county in-service meetings, workshops, etc.

TABLE 72

PERCEPTION OF RESPONSIBILITY DISTRIBUTION
(DIVERSIFIED COOPERATIVE TRAINING)

QUESTIONNAIRE II SECTION III

MY RESPONSIBILITY ALONE

1. Make sure the program is operating within the legal boundaries prescribed by child labor laws
2. Keep abreast of personal liabilities evolving from program management
3. Make sure that there are sufficient numbers of students enrolled in the program
4. Keep records of all data necessary to verify compliance with state accreditation standards
5. Secure data concerning program to use in promotional activities
6. Investigate and use the services and resources provided by cooperative education professional organizations
7. Operate the program within the guidelines recommended by the state department
8. Follow the state and county channels of authority when making requests
9. Find out what the role (responsibilities, duties) of state and county leaders are
10. Identify and secure community resources for classroom use
11. Make the final decision on student acceptance into the program
12. Write training plans for each student in the program

13. Determine the number of on-the-job visitations that should be made

14. Counsel students in the program

15. Promote the program

16. Conduct pre and post assessment studies for each student in the program

17. Find the training stations the students will use to gain "work" experience

18. Determine the appropriateness of home visits

19. Determine the number of "work" experiences the students should have

20. Determine the most appropriate instructional techniques for classroom use

21. Keep up-to-date files of current instructional materials and/or equipment

22. Organize, support, and participate in club functions

23. Decide if the services of school personnel would benefit the students in the program

24. Involve business community personnel/services in the program

25. Arrange activities outside the normal school setting and time frame that are conducive to learning

MINE AND SOMEONE ELSE'S RESPONSIBILITY

1. Identify and recommend sources of occupational information for the school population

2. Provide data necessary to determine content for state and county in-service meetings, workshops, etc.

SOMEONE ELSE'S SOLE RESPONSIBILITY

*** No response to this category

NOT APPLICABLE TO MY PROGRAM

*** No response to this category

*** RESPONSIBILITIES NOT RECEIVING THE MINIMUM 50% ACCEPTANCE IN ANY CATEGORY

1. Conduct community surveys to determine employment needs
2. Secure union input or services for the program
3. Make curriculum changes for the program
4. Conduct student follow-up studies and keep permanent data on file
5. Organize and participate in the program advisory council

TABLE 73

ORDERING OF "MY SOLE RESPONSIBILITY" STATEMENTS (DIVERSIFIED COOPERATIVE TRAINING)

QUESTIONNAIRE II SECTION III

ORDER	%	COORDINATOR BEHAVIOR
1	93.1	determine the number of on-the-job visitations that should be made
		determine the appropriateness of home visits
2	89.6	make the final decision on student acceptance in the program
3	86.2	determine the most appropriate instructional techniques for classroom use
4	82.7	arrange activities outside the normal school setting and time frame that are conducive to learning
5	79.3	keep records of all data necessary to verify compliance with state accreditation standards
		investigate and use the services and resources provided by cooperative education professional organizations
		follow the state and county channels of authority when making requests
6	75.8	write training plans for each student in the program
		conduct pre and post assessment studies for each student in the program

ORDER	%	COORDINATOR BEHAVIOR
		find the training stations the students will use to gain "work" experience
7	72.4	counsel students in the program
		keep up-to-date files of current instructional materials and/or equipment
8	68.9	keep abreast of personal liabilities evolving from program management
		make sure that there are sufficient numbers of students enrolled in the program
		determine the number of "work" experiences the students should have
		organize, support, and participate in club functions
		involve business community personnel/services in the program
9	65.5	secure data concerning program to use in promotional activities
10	62.0	make sure the program is operating within the legal boundaries prescribed by child labor laws
		promote the program
		decide if the services of school personnel would benefit the students in the program
11	58.6	identify and secure community resources for classroom use

ORDER	%	COORDINATOR BEHAVIOR
12	55.1	operate the program within the guidelines recommended by the state department
		find out what the role (responsibilities, duties) of state and county leaders are

APPENDIX B

LITERATURE SUMMARY

POSTULATE I
EFFECTIVE PROGRAM OPERATION REQUIRES A CLEAR CONCEPTUALIZED ROLE AS PERCEIVED BY THE TEACHER-COORDINATOR

"There are a number of other elements which are sometimes viewed as essential in cooperative vocational education...All of these and other such specifications are essential in certain instances and within certain vocational technical education fields. However, outside these fields program designs and established patterns are found which do not conform to all these specifications..." (11, p.5)

"...it appears that the basic concepts of cooperative vocational education need to be logically organized, articulated, and subjected to systematic theory building..." (11, p. 90)

"The coordinator's role was defined by the expectations of certain key people, ...coordinators, other teachers, school administrators, and work supervisors." (11, p. 78)

Lima (1974), attempting to determine competencies for cooperative business education teachers, asked the importance of "being knowledgeable of the legal responsibilities...and found that 100% of the teacher-educators in the sample viewed this knowledge as essential, 94% of first year coordinators viewed the knowledge as essential, and 89% of those coordinators with three or more years teaching experience rated the knowledge as essential." (49, p. 24)

Similiarly, Cotrell, et. al. found confirmation of this basic principal in numerous instances although his study spoke indirectly and via bits and pieces of legal responsibilities such as wages, working hours, etc. (47, passim)

Work Experience and Diversified Cooperative Training teacher-coordinators support this notion. A check of content for state supported workshops in the summers of 1973, 1974 (WE), and 1974 (DCT) found labor laws a main topic of concern. (42, 43, 40, passim)

During the January, 1975 meeting of the State Advisory/Planning Committee in Jacksonville, Florida, the decision was made to include a significant portion of the time allocated for legal discussions at the Orlando Conference.

"A poorly coordinated cooperative vocational education program, because of its visible nature, stands the chance of dis-harmonizing school and community relations much faster than other methods..." (9, p. 3)

"A recent and specific definition of coordination as it relates to cooperative vocational education, has been provided by the U. S.

Office of Education (1970:20):

> Coordination involves a range of activities. In addition to the prime activity of coordinating instruction in the school and on the job, coordination may also include, but is not limited to, student recruitment and orientation, survey of employers, organization and work with advisory committees, parent consultation, evaluation (follow-up) report writing, and sponsorship of youth organization activities." (9, p.2)

"A notable problem concerning the establishment and operation of cooperative vocational education programs has been a shortage of qualified personnel." (9, p. 1)

"The teacher-coordinator is considered the key staff figure since he or she is normally assigned responsibility for operating the program and solving problems related to it." (9, p. 2)

"The multiplicity of potential program variables makes it clear that a great amount of support and expertise are needed to coordinate a successful program." (9, p. 2)

"Redfern (1963:23) prior to implementing some evaluation model--those to be evaluated need a clear understanding of its purpose." (9, p. 12)

"Redfern (n. d.) included in his staff evaluation techniques a way to 'clarify the performance expectations of the individual, i. e., make duties and responsibilities clearer.'" (9, p. 11)

We must "encourage affiliation with and active support of appropriate professional organizations." (25, p. 3)

When coordinators were asked to rank thirty-five areas from least understood to most understood, the area of least understanding was "understanding the services and publications of the American Vocational Association." (50, p. 191)

"The family as a source of occupational learning has declined as it lost its place as the central productive institution of society. As the changes in family and workplace took place, the school began to take on two functions: first, to provide occupational training...; and second, to perform some of the educational activities that were not occupational but had been carried out to differing degrees...in the family." (1, pp. 226-227)

"It is not only some young people who need the nonintellectual portions of education, it is all." (1, p. 228)

Cotrell, et. al. (1972) found unanimous agreement among all six programs questioned that "maintaining ethical standards expected of a professional educator" was a teacher's responsibility. (47, p. 99)

"As we examined exemplary programs and heard points of view which participants at the conference expressed, it was evident that there are many different purposes and expectations individuals and groups hold for cooperative education." (37, p. 19)

"The nature of the diversified territorial claim was questioned. Someone asked, 'Who am I?'" (39, p. 2)

"We need a job description for the DCT coordinator." (39, p. 9)

"The rap sessions with Jim Davis were most helpful to me. They helped me know what I'm supposed to do." (conversation with Director, Work Experience Workshop, 1974)

POSTULATE II
SUCCESSFUL PROGRAM OPERATION REQUIRES UTILIZATION OF SERVICES/ PERSONNEL OF COUNTY AND STATE VOCATIONAL LEADERSHIP

"They (teacher-coordinators) need to recognize that a counselor on the cooperative education team can make a valuable contribution by helping students see the impact that the psychological and social dimensions of their work activities in the cooperative program can have on their future careers." (10, pp. 19-20)

Cotrell, et. al. (1972) questioned a sample population from six different cooperative programs. A significant number of participants from each of the six areas reacted positively when subjected to the statement, "I believe the successful coordinator will refer students to guidance counselor and other specialists." (47, p. 88)

Lima (1974) asked Business Education teacher-coordinators to react to the statement, "The Business Education teacher will utilize school guidance services and will cooperate with guidance personnel" and accumulated the following percentages:

Teacher-educators	93% essential
First year teachers	56% essential
Three plus year teachers	81% essential (49, p. 22)

"Counselors should work more closely with cooperative education programs in increasing the opportunities for bringing school and industry closer together, for giving students direct guided work experience, for opening up the school walls for students to go out and for business and industry to come in..." (37, p. 62)

"Counselors should assist in curriculum development because they are in a key position to identify student needs and ways in which the curriculum is not meeting them." (37, p. 63)

Ann Ewalt, panel member listed "good communications between the State Department, teachers, students, and employees" as an improvement necessary to insure adequate program success. (37, p. 60)

"The state plan for vocational education details the specifics about in-service education and it is the responsibility of the state director of vocational education to channel resources through appropriate agencies for the provision of such programs." (9, p. 15)

"In practice, in-service education is as sadly neglected in vocational education as it is in other fields of education. Many of the gaps in the provisions of a responsive in-service education program appear to be caused by a lack of needs communication among responsible parties." (9. p. 15)

"...(with) the potential shortage of teacher-coordinators, it appears that new and stronger relationships between business and industry, state departments of education, teacher education institutions, and local education agencies will be needed to bring about changes in preservice and in-service teacher education programs and certification standards." (9, p. 15)

"If optimum learning conditions are to prevail for students, in-service education is an important element that cannot be treated lightly. Local school administrators should actively make their staff development needs known to state officials who are charged with the responsibility of providing in-service education." (9, pp. 14-15)

"The field of vocational education calls for teachers with a wide range of abilities, INFORMATION, and contacts that are not required of the classroom teacher...to solve many practical problems and make numerous adjustments that demand a variety of abilities, INFORMATION, and personal relationships." (54, p. 1)

Rossetti (1973) ranked thirty-five competencies for which teachers indicated the LEAST understanding and found that, "understanding of the functions of state vocational education personnel" ranked 8.5. He concluded that "obviously those competencies of high rank are the ones causing teachers the most difficulty and should be studied carefully." (50, pp. 191-192)

Numerous participants exposed to ten one-hour "rap sessions" with the State Department consultant made various comments best summarized as, "I learned more about what I was supposed to do and why I'm having problems from the 'rap sessions' with Mr. Davis..." (Anonymous written evaluations of Workshop, Work Experience Workshop, 1973)

"Involvement of special staff members such as school psychologists, school nurse, and other social agencies may be necessary." (12, p.27)

"...compared the roles of counselors and coordinators with respect to counseling functions. As one might expect, the roles of counselors and coordinators overlapped in many activities. It was found that the coordinators rather than the counselors do most of the counseling of the cooperative vocational students, and the findings of the study stressed the importance of good communication between counselors and coordinators." (11, p. 78)

"The coordinator's role was defined by the expectations of certain key people, in this case coordinators, other teachers, school administrators, and work supervisors." (11, pp. 78-79)

POSTULATE III
THE TEACHER-COORDINATOR'S BEHAVIOR AND ATTITUDE IS REFLECTED IN THE BEHAVIOR AND ATTITUDE OF HIS STUDENTS

"The actions, words and habits of a teacher should serve as an example in the development of students. The quality and quantity of the work done by students...reflect the standards set and maintained by the teacher." (54, p. 1)

"...when the examples we set by our day-to-day actions is unacceptable, we are flabbergasted when the youngsters emulate our behavior and don't listen to our good words. As a vocational teacher you have probably discovered the ease with which you can fall into this trap-impress people with our words, but with prolonged exposure, they see through our words and take cues from our actions." (3, p. 39)

"Well there are some things you (vocational teachers) can do...You can consistently demonstrate a pattern of behavior which...will assure him the most likelihood of success." (3, p. 40)

"Your students will formulate their own conclusions about your values. And they emulate what they formulate." (3, p. 40)

"No performance-based approach...will argue that teaching competence is comprised solely of cognitive and psychomotor skills. Attitudes, values, interests, preferences, and the like are at least as important to the competent teacher as cognitive and psychomotor ability-perhaps more so." (19, p. 17)

"In spite of good intentions, even combined with good intention-achieving skills, a teacher's efforts will often produce unforseen detrimental and beneficial results with students...It is imperative that...teacher education programs promote this third competency (teachers must have the ability to detect the unanticipated effects of their instruction) for without it there is too much danger that teachers may...promote harmful side effects..." (19, p. 55)

"Other competencies and abilities of a personal nature are considered important by Kaufman, et. al. In general, they conclude that the teacher-coordinator...should...project a positive, caring, and accepting attitude." (9, p. 7)

"The almost unavoidable conclusion of a comprehensive study of self-concept of ability and school success was that it is the teacher's attitudes and opinions regarding his students has a significant influence on their success in school." (24, p. 47)

"The key to building positive and realistic self-images in students lie largely in what the teacher believes about himself and his students. These beliefs not only determine the teacher's behavior, but are transmitted to the students and influence their performance as well." (24, p. 48)

"If the teacher genuinely values and respects students, it will be reflected in everything he does...When students feel that teachers value and respect them, they are likely to value and respect themselves." (24, p. 53)

"Level of job responsibility also had a positive impact in improving a student's attitude toward school." (23, p. 15)

"A belief that a teacher-coordinator should set an example of personal work habits and character which the DE student can emulate." (52, p. 5)

"Variables such as teacher's personality,...types of students being served...can affect the selection of the most effective method of instruction for each teacher and situation." (12, p. 26)

"Variation in pupil achievement can be related to variations in teacher performance and that a particular teacher affects pupils differently. There are a variety of good teachers who are suited by temperament and training to teach different groups of students." (12, p. 30)

"There appears to be three crucial aspects of the teacher's relationship with his students...his attitude towards them...The attitudes which the teacher brings to the classroom are fostered and reinforced by his personal characteristics and his interaction with his students. His success in approaching the youth as a teacher and as a person is contingent upon the projection of a positive, accepting, and caring attitude. Any negative emotions on his part are inevitably communicated to the students in subtle but lethal forms. The examination of attitude will focus on the regard the teacher has for his students personally, socially, and academically." (11, p. 73)

POSTULATE IV
EFFECTIVELY OPERATING PROGRAMS ARE STRUCTURED IN ACCORDANCE WITH STATE AND COUNTY STANDARDS AND GUIDELINES

"Coordinators show a lack of courage to adhere to standards." (8, p. 12)

"In reaching our conclusions and recommendations, we considered the following possible alternatives or solutions...Adjusting schedules and practices followed by schools in supervising placement and instruction in order to allow alternative coordinative procedures that satisfy employer preferences in specific local situations." (34, p. 35)

Unanimously agreed upon by all six cooperative programs participating in the study:

> "I believe the successful teacher-coordinator will: procure clearance from the school administration to conduct school-community relations... (47, p. 90)
> express a philosophy consistent with that of the vocational staff...(47, p. 91)
> obtain approval from school administration for establishing a student vocational organization...(47, p. 94)
> contact state leadership regarding the steps to be followed in organizing a student vocational organization... (47, p. 94)

"The practice of using an eventual career goal was questioned. This practice was viewed as dishonest since a person's work life consisted ... (39, p. 2)

"...However this does not mean that all Work Experience students would be channeled in. The main point was that too many standards would keep out students who could benefit from the program..." (39, pp. 17-18)

"The accreditation standards must relate to program standards and they do not now." (39, p. 4)

Student selection criteria:

> "Students who have a career objective...
> Students who plan to attend college...
> Students who are making passing grades..." (30, p. 9)

"When guidance personnel select students who are not ready, able, and willing, the program may be viewed as a dumping ground. The emerging concept of curriculum development in cooperative vocational education reflects a somewhat different perception of the roles of the community survey and vocational guidance. The community survey remains...important...but first is an investigation to provide information about the student clientele. A key concept in this revised theoretical pattern is the identification rather than the selection of students." (11, p. 11)

POSTULATE V
ACCURATE ASSESSMENT/EVALUATION IS DEPENDENT ON DATA COOPERATIVELY GATHERED FROM ALL PERSONNEL INVOLVED WITH THE PROGRAM ELEMENT BEING ASSESSED/EVALUATED

All six programs agreed:

> "Maintain working relationships with the faculty and administration
> maintain working relationships with school supporting staff through cooperation and mutual effort
> engage in cooperative evaluation of achievement with students." (47, p. 155)

"The Business Education teacher will develop and maintain professional working relationships with teachers, administrative personnel, and school staff.

Teacher educators	93% essential
First year teachers	89% essential
Three plus year teachers	86% essential" (49, p. 21)

"...but we must remember we are talking about changing people which includes...school administrators, county directors, as well as existing structures within such institutions as The State Department of Education." (39, p. 10)

"Harold R. Wallace suggests that the Cushman study researchers might have recommended that in promoting and developing the program the prospective employers should be persuasively encouraged to accept the philosophy that a sacrifice of the usual productivity for educational significance might be necessary and to view their role as an educational one, helping them to see themselves as part of the 'downtown faculty.'" (11, p. 26)

"A belief that students, school personnel, and the business community should all play a part in curriculum development and instruction." (53, p. 2)

"A feeling that the DE teacher-coordinator works, as do other faculty members, as a member of a guidance team in the school." (53, p. 4)

"A conviction that the teacher-coordinator should build and maintain harmonious relationships among all groups involved in the..." (53, p. 6)

"A feeling that, since student, employer, and teacher-coordinator will be involved in making on-the-job training beneficial, all three should work together in planning on-the-job learning experiences." (53, p. 6)

"A belief that all vocational programs have many common goals and problems and therefore require cordial relationships among personnel in the various vocational services." (53, p. 7)

"A belief that a close, cooperative working relationship of the coordinator with faculty members and school administrators results in better fulfillment of the purposes of the program." (53, p. 7)

"A belief that...the coordinator should participate in extracurricular activities and other school duties..." (53, p. 8)

"A belief that the coordinator should cooperate with local officials in offering specially designed classes for disadvantaged youth." (53, p. 10)

"Employer ratings of individual students had significant impact on the attitudes of both the students and the employers. For students, a higher rating by the employer was associated with greater job satisfaction. For employers, a higher average rating of an employer's students was associated with a higher rating of overall program quality." (23, p. 3)

"The problems of disadvantaged youth are so numerous and diverse that they need guidance assistance frequently...Everyone in the school staff should assist...and should be familiar with special techniques of counseling." (12, p. 36)

"Guidance people and psychologists have done so much work in development of instructional materials relating to the broad objective of career development that it would be unfortunate if cooperative program coordinators were to attempt to develop their own materials without utilizing the available resources." (10, p. 18)

POSTULATE VI

GOOD STUDENT LEARNING EXPERIENCES ARE NOT RESTRICTED TO THE FORMAL SCHOOL SETTING AND TIME SCHEDULE AND INCLUDE TEACHER-COORDINATOR INVOLVEMENT

The main theme in the article is that family and work institutions have changed causing school to have to accept some of the parent responsibilities. Implications are that teacher-coordinators must be willing to go the extra mile. (1, passim)

One recommendation from a seventeen member group for rural and inner-city environments was "Conduct instruction in non-school settings." (34, p. 51)

"Physical stamina...are implied from the specific qualifications they (panel) recommended." (37, p. 25)

"The total community must serve as one large and diverse classroom. The dynamic forces in the community should be used as opportunities for learning...resources...should be used to provide valuable learning experiences for the students." (37, p. 74)

"A belief that co-curricular activities often reinforce techniques and theories presented in the classroom." (52, p. 3)

All six programs said the coordinator should "sponsor employer-student learner banquet for the vocational program." (47, p. 92)

"There is an obvious need for home improvement projects in the inner-city. Teachers should consider the possibilities of scheduling shop or laboratory practice sessions at student homes. As the youths become involved with such projects they will feel proud of their work and make a special effort..." (12, p. 4)

"Contact with parents (black/mothers) are important to gain parental support for the program and/or discuss problems the students are having in school..." (12, p. 9)

"The influence of teachers beyond the classroom is limited. Some suggestions as to possible means of improving this situation include:

  home visits and conferences
  organized recreational and money making projects
  adult vocational classes for parents
  extended school day" (12, p. 14)

"Rapport in the classroom is much easier if contact is made outside of class in some kind of meeting other than for discipline or required make-up..." (12, p. 17)

Principles and practices useful in counseling:

  "Expose students to a variety of success models of young adults

Develop skill in hearing non-verbal communications. This comes with...knowledge of his home environment..." (12, p. 18)

"Attention and interest of the students can be obtained through selected aspects of their prior experiences..." (12, p. 27)

"The use of materials which derive from and deal with the real life of the learners can result in increased motivation to learn. This is why it is so important for teachers to know the family, community and youth characteristics of the disadvantaged..." (12, p. 27)

"...and not mind close contact with them (students) nor the extra overtime that must be spent..." (12, p. 30)

"Students, regardless of background and training, seem to appreciate willing, concerned, ready-to-put-in-extra-time teachers." (12, p. 30)

"The first thing you have to realize is that the teacher-coordinator is the backbone of a cooperative program. You have to be willing to give them the extra special training because they have to care. They have to care so much that it hurts; that they are willing to go the extra mile, because you can't inspire students, you can't make them...unless you have a teacher...you've got to have top-grade teachers." (11, p. 71)

POSTULATE: VII

RELEVANT CURRICULUM IS THAT WHICH IS ATTUNED TO INDIVIDUAL NEEDS OF STUDENTS

"...the new thing is meeting the needs of kids and there is plenty of prestige in doing so...but, first let's have good goals in measurable terms which will produce good data to allow us to make sensible judgements." (39, p. 12)

"The content of general related instruction should be modified to reflect more accurately the needs of the students." (46, p. 2)

"Remedial reading starts with a patient and much more thorough testing (diagnosis) than is done with normal readers. A lot of effort is made in trying to pinpoint specific difficulties. Remedial teaching depends on rapport between the teacher and the student. The remedial process is really a counseling situation. Teaching methods are not the same. The attitude of the teacher is extremely important.
Remedial teaching is essentially individual, but this doesn't mean that there is a necessity for one-to-one setup at all times. Small-group activities can in effect be individualized teaching.
The teacher must see a need for special effort on his part, and he can do so only if he is confident that he can make some progress with even the most poorly prepared students.
Students who need remedial work in reading tend to be frustrated, fearful, over-aggressive, or sometimes resort to an apathetic copping out." (17, pp. 1, 2)

"The use of some materials currently available rests on the assumption that experienced coordinators are capable of developing materials which a student can use for individual study." (10, p. 9)

"It would be a mistake for the coordinator to assume that his students are like all other students, his training sponsors like all other training sponsors, and that he is justified in using the copy, cut and paste approach to develop the instructional content for his individual program." (10, p. 15)

"Especially in the rural setting, the broad spectrum of student careers indicates the need for an individualized program in vocational education." (10, p. 20)

"Two important considerations in planning vocational curriculum goals are the individual needs and motives and the occupational requisites of employment." (10, p. 20)

"Knowledge of the characteristics and environmental backgrounds of the students enables the teacher to cope...and to plan appropriate courses of action." (12, p. 1)

"Effective teaching of disadvantaged youth requires a high degree of teacher insight." (12, p. 1)

"In reality there is no substitute for each teacher identifying the characteristics and backgrounds of his or her students...These variables vary from city to city and even within cities." (12, p. 2)

"The use of standardized tests with disadvantaged youth has the following limitations: They may not provide reliable differentiation in the range of minority groups may be quite different from that of the standardization and validation groups." (12, p. 15)

"The usual methods of testing and test interpretation are not likely to be of value with the culturally deprived. Paper and pencil tests that require interpretation of writing in order to respond seem unsuited for working with the socially disadvantaged. The nature and the norms of personality inventories seem to render them of little value with youngsters who are predominately from lower classes. Ingenuity and creativeness on the part of the counselors and others who work with the socially different seem to be the immediate requirements." (12, p. 16)

"Develop a curriculum based on the needs, interests, and ability levels of the student and focused on his or her positive values." (12, p. 18)

"The teacher should know how to diagnose learning disabilities and have the ability to individualize instruction." (12, p. 32)

"Use student input in identifying and/or planning and/or modifying learning activities:
Teacher educators 71% essential
First year teachers 56% essential
Three plus year teachers 68% essential
Construct pre-tests to identify student entry-level skills:
Teacher educators 79% essential
First year teachers 39% essential
Three plus year teachers 65% essential
Select commercially prepared tests in Business Education:
Teacher educators 57% essential
First year teachers 28% essential
Three plus year teachers 32% essential
Administer teacher-developed or commercially prepared evaluation instruments under test conditions conducive to obtaining reliable results:
Teacher educators 79% essential
First year teachers 22% essential
Three plus year teachers 70% essential
Analyze test results against the stated objectives:
Teacher educators 100% essential
First year teachers 67% essential
Three plus year teachers 86% essential" (49, pp. 12, 17)

All six groups accepted:

"...determine group and individual learning experiences for the unit based on individual differences of students (p. 75) and present information by the use of individualized instruction." (47, p. 78)

"Curriculum content should be based on the needs of students and of the business community." (52, p. 2)

"No attempt is made to organize the general course content to meet the needs of the student-learners in the community. Testbook headings furnish any course outline that might be required. Individual instruction at the training station, as well as in the classroom, tends to be minimal and not organized to meet the needs of the student learner at the specific training station. It is not difficult to see that counselors and other teachers refer to the program students of low ability or those who may need jobs. All sight is lost of the vocational objectives of DE and it becomes a welfare or deans' program." (8, p. 6)

POSTULATE VIII

COMMUNITY ELEMENTS (BUSINESS, SOCIAL INSTITUTIONS) AND COOPERATIVE EDUCATION PROGRAMS JOINTLY ASSUME RESPONSIBILITY FOR PREPARING STUDENTS TO BECOME CONTRIBUTING FACTORS IN THE GROWTH AND DEVELOPMENT OF THE COMMUNITY

"In various publications and classroom instruction on Cooperative Training Programs, an advisory committee for each program is almost unequivocally prescribed as essential for any program. Those persons first entering the field naturally want to follow the accepted procedure, but due to the many demands on a coordinator's time, may actually be able to do only those actions which are essential to a program." (56, p. 1)

"It is the function of the State Department to encourage increased recognition and utilization of community resources in program development and implementation." (25, p. 2)

"Increased emphasis on community involvement and direct participation in instruction in the educational process places school personnel in managerial rather than operative roles." (5, p. 1)

"Occupational education programs are comprised of many people working together toward common goals." (4, p. 3)

"The teacher-coordinator should be a 'director of learning' drawing on a variety of resources and individuals to direct a program...The resources of the school, the community, and the employment situation are used to provide a relevant effective vocational learning experience." (37, p. 28)

"The task forces recommend that in our efforts to extend programs to the disadvantaged, we should draw on the community action groups, such as the Urban League...to better understand the needs of groups we are trying to serve and enlist their support for programs. It was also suggested that various community agencies--the Employment Service, the Small Business Administration, etc., can provide services which will contribute to the effectiveness of cooperative programs." (37, pp. 31-32)

"Local guidance counselors, city and county governmental offices, health departments, welfare agencies, and census data are sources of specific information for each city and school." (12, p. 2)

"Although vocational teachers cannot solve all of the problems of their students, they should be aware of local, state and federal sources of help." (12, p. 6)

"The task of converting the potential dropout...is a difficult... task which cannot be done alone. Vocational teachers must enlist the support of industry, and community, civic, federal and state agencies, as well as other school staff members...Meeting of representatives from the respective agencies should be held to develop goals and plan ways and means of accomplishing them." (12, p. 15)

"In designing curriculums...consideration should be given to the following principle: Parents, students, industry, and community and social agencies should be involved in planning the curriculum." (12, p. 20)

"The teacher should have the ability to work with industry in the business world in gaining acceptance of disadvantaged students." (12, p. 32)

"The teacher should have the ability to identify local, state, and federal service programs which can aid the disadvantaged." (12, p. 32)

"Job opportunities can be identified with the aid of an industry advisory committee, written surveys, and U. S. Department of Labor employment outlook reports." (12, p. 7)

"A local advisory committee can assist greatly in encouraging industry to visit classes and demonstrate skills." (12, p. 29)

"The principal barrier to achieving labor participation in cooperative education and therefore their support is the lack of involvement of labor in planning programs." (34, p. 59)

"Employers and labor representatives remained adamant regarding 'the failure of the public schools to establish contacts with business, industry and labor' as the chief barrier to education's participation in cooperative education." (34 p. 59)

"Strategies which received greatest support for increasing employer and union participation included mounting a public information program directed toward business and industry and appointing labor representatives on advisory committees." (34 p. 59)

"The theme selected for the conference, 'Expansion Through Involvement,' highlighted the primary concern in giving expression to the concept of partnership between education and industry in the affair of education people for effective membership in the labor force. This partnership may be described as involving those who direct instruction in the schools, those who provide learning laboratories in the employing community and those who influence placement opportunities, primarily by the labor union community." (34, p. 4)

"Cooperative education teacher-coordinators do not utilize available community resources in performing their job development function." (34, p. 53)

"Employers, union leaders, and community leaders who can impact on the decision-makers in business and labor generally are not involved in cooperative education decision-making, or in the planning process related thereto." (34, p. 53)

"Teacher trainees should have experience in working with community and/or business advisory groups." (32, p. 26)

"Advisory Committee (P-5.051-level 1-b): There is evidence that a district-wide advisory committee assists in program development and evaluation." (26, Instruction E)

"Advisory Committee (P-5.052-level 2-b): There is evidence that an individual program advisory committee assists in program development and evaluation." (26, Instruction F)

"Understanding of the purpose and function of advisory boards" ranked eleventh in a list of thirty-five from least to most understanding. (50, p. 192)

Teacher educators, first year teachers and three plus year teachers contributed the following percentages when responding to, "utilizes the services of an advisory committee in determining curriculum needs:

Teacher educators	57% essential
First year teachers	61% essential
Three year plus teachers	40% essential" (49, p. 11)

"The importance of an advisory council cannot be too strongly stressed! It gives those selected a chance to participate in the program. The program gains at least five to eight more public relations people to help promote it. The teacher-coordinator has a chance to get feedback concerning ideas and problems as they might arise." (15, p. 15)

POSTULATE [illegible]
CLEARLY DEFINED TRAINING PLANS FOR A STUDENT'S VOCATIONAL EXPERIENCES SUPERPOSE SUCCESSFUL PROGRAM OPERATION

Reasons given for problems coordinators were having:

> "Any specific instruction at the training station is not based on a job description or step by step training plan. Individual instruction in the classroom takes the form of workbooks and scrapbooks.
>
> The job description or training plan at the training station is nonexistent or very skimpy; consequently, businessmen have the idea that the program is more work experience than vocational education." (8, p. 6)

"Written training agreement. No student shall participate in the program until there has been made a written training agreement signed by the teacher-coordinator, the employer, and the student. The agreement shall also be signed or otherwise consented to by the student's parent or guardian. Both the employer and the school shall keep on file for 3 years a copy of this training agreement for each student employed." (38, p. 2)

"...develop a cooperative training agreement between student-learner, parent, school, and cooperating employer." (47, p. 100)

"...develop systematic training plan with the on-the-job instructor." (47, p. 102)

"Knowledge of: methods involved in developing an individual training plan." (53, p. 1)

"Understanding that: if the on-the-job training phase of the program is to be most effective, certain agreed-upon policies must be set up to best attain this goal." (53, p. 4)

"Understanding that: a training plan should serve as a guide to the employer, the student and school in order to provide learning experiences which will develop competencies needed for the student's success in his chosen career." (53, p. 5)

"A feeling that: since student, employer, and teacher-coordinator will be involved in making on-the-job training beneficial, all three should work together in planning on-the-job learning experiences." (53, p. 6)

"First, there is the identification of on-the-job training activities which become visible through a documented training agreement. If there is a weakness in cooperative education, it is in this respect. To be educational, the experiences in employment must be planned and structured to meet instructional objectives and student needs. Educators, with the encouragement of employers and unions, must exercise great leadership in establishing training plans which meet the needs and desires of each individual student." (34, p. 13)

"There is school approval of on-the-job training activities which becomes visible through a documented training plan and agreement between the employer and the school. Experiences in employment are planned and structured to meet instructional objectives and student needs." (34, p. 31)

"Training agreements, properly used, assure the integrity of the continuing educational experiences that occur outside of the classroom." (36 p. i)

"Cooperative vocational education is a purposeful blending of vocational instruction and employment which meet job preparatory objectives. In its proper educational context, cooperative training becomes an instructional strategy for meeting instructional objectives and program goals. When cooperative training is used in a vocational program, it is recognized as an integral part of the instruction and therefore merits the same attention that is given to in-school learning experiences.

Managing the cooperative experiences requires the support of certain guiding mechanisms. The training agreement, outlining essential areas of responsibility, consent and expectations of involved parties, fulfills one management concern: to effect a worthy educational experience at an employment site.

While training agreements as a management tool have been endorsed and used by practitioners for many years, only recently has the training agreement become a requirement for those programs funded from Part G, P.L. 90-576. The practice, however, is deemed desirable for any cooperative vocational program regardless of its source of funding. Training agreements are judged to be essential for a number of reasons:

(1) As a planning document, it serves as a vehicle for directing and evaluating learning experiences.
(2) As an information document, it helps employers to appreciate their teaching role and to understand the purposes of cooperative vocational education.
(3) As a permanent record, it is useful for subsequent placement services and follow-up studies.
(4) As a career decision-making document, it builds student satisfaction if fulfilling a prevailing career interest.

By giving visibility to training agreements in this publication it is hoped that the outcomes already attributed to cooperative vocational education will be enhanced. It is hoped that State and local leadership personnel will give added emphasis to the utilization of training agreements and consider those illustrated herein as a basis for updating or developing new training agreements." (36, p.1)

"Training plans are made jointly by the teacher-coordinator and the individual student's employer." (26, number 2L)

"...Unless the employer accepts substantial responsibility for cooperating with the school in a coordinated effort to train the student, sharing as a partner in the educational enterprise, the program does not conform with the basic concept of the cooperative plan." (10, p. 3)

"The teacher should have the ability to develop job training plans..." (12, p. 32)

"School administrators are quick to recognize the high cost of providing a substantial amount of release time for the coordinator to work on training sponsor development. On the other hand, the coordinator often shys away from the challenge of working to develop training sponsors. Most difficult and challenging of all is extracting a genuine commitment to the educational enterprise but once that commitment has been made, when the training sponsor views himself as a part of the downtown faculty, the real payoff in educational significance and meaningful learning becomes available. Enlightened administrators and coordinators with a vision of the role that they should play are eager to accept the challenge of training-sponsor development and are eager to pay the cost because potential benefits are great enough that the energy and money are recognized as being well invested (1971:8)." (p, p. 4)

"Training Agreement

There was consensus on the fact that written training agreements should be used that would specify the conditions of the program and of training. This should be distinct and separate from the training plan, even though both are important. The written agreement should be approved by school personnel, the employer, the student, and the parents. The written agreement would help to establish the parameters within which the school and the employer would function. All parties should understand how the program operates and should agree that they are willing to carry out their individual responsibilities. In this way, the training agreement serves as the road map for efficient program operation.

TRAINING PLANS

1. Training plans were mentioned many times as a way to insure that education was being received on the job. Employers are highly in favor of this procedure as it helps broaden knowledge, expand horizons and develop long-range career objectives. To be effective, it should be constructed in a step-by-step procedure and would specifically outline the duties, tasks, and responsibilities of the student-trainee. The training plan should include an outline of the work experiences as well as an outline of study assignments in school. The training plan serves as a guide for the training sponsor and the student in planning and carrying forth his total cooperative experience. The coordinator and training sponsor should jointly develop the training plan.
2. There was general agreement that job rotation was desirable during the training period. Benefits are derived by both employers and students.
    a. Employer benefits: By rotating students, they become more knowledgeable about the many facets of business, in turn making more valuable employees. A method of rotation tends to sustain student interest and the higher the interest level, the more the student will learn. A system of rotation tends to reduce employee turnover because the student is more likely to find stimulation in the business and will stay on the job longer.

b. Student benefits: The more experience obtained by the student, the more he will learn and develop marketable skills. By experiencing many positions within a business the student will find what type of tasks he enjoys and from which he receives satisfaction. The student will have the opportunity to learn more about himself and will have a broader base from which to intelligently select a career. The student will retain his interest level at a high plane knowing he will receive numerous experiences." (37, p. 88)

POSTULATE X
ON-THE-JOB SUPERVISION PROVIDES ENLIGHTENING DATA NECESSARY FOR DETERMINING ELEMENTS OF A PROGRAM THAT NEED MODIFYING.

All six programs agree that coordinators should:

> "evaluate student learner's work qualities and habits on the job, evaluate student learner's personal traits and characteristics on the job, check student learner's progress in acquiring skills on the job, evaluate quality of on-the-job training received by student learner's." (47, p. 81f)

"...selecting training stations, developing occupational and project training plans, integrating classroom and job-related instruction, and evaluating student performance." (32, p. 26)

"It is generally agreed that coordination calls on each student (at his or her employment station) should be made at least once every two weeks." (9, p.3)

"The teacher should have the ability to...make job evaluations for work study and/or cooperative job training programs." (12, p. 32)

"Make sure the company or business matches the person and his educational preparation with the right job." (12, p. 34)

POSTULATE XI
EFFECTIVE PROMOTIONAL TECHNIQUES WILL INSURE PROGRAM SUPPORT

"A poorly coordinated cooperative vocational education program, because of its visible nature stands the chance of dis-harmonizing school and community relations much faster than other methods of instruction which are contained within school walls. Conversely, an effectively coordinated program can harmonize school and community relations." (9, p. 3)

"A highly desirable activity would be a regular exchange program with employers, not only to upgrade the knowledge of the regular teacher, but to acquaint key individuals in business and industry with what is actually going on in the schools." (9, p. 14)

"Provide resources for an increased recognition and utilization of a planned program of information services to the lay and educational public." (25, p. 2)

"...develop and implement public relations program to familiarize parents, members of the school and community with the activities of the business program:

Teacher educators	64% essential
First year teachers	33% essential
Three plus year teachers	38% essential" (49, p. 21)

"Many programs of all three types have not paid sufficient attention to the various forms of public relations activities available to them. The most common reason given by employers for not hiring work education students was that they had never been approached about participating, even indirectly by advertisements or newspaper articles. As mentioned earlier, many employers weren't even familiar with the objectives of the programs with which they were involved." (23, p. 9)

"The purpose of a program had very little impact on an employer's attitudes toward the program, even though the three types of programs possess very different characteristics. Quite possibly, this is because the employers have never been oriented regarding the different purposes of various work education program configurations." (23, p. 3)

All six programs surveyed agreed that teacher-coordinators:

> "prepare displays in the school and in the community on the vocational program and prepare news releases on activities of the vocational program for newspapers and other periodicals." (47, p. 91)

"Employers generally need additional information about the goals and objectives of cooperative education." (34, p. 53)

"Although both the guidance counselor and the principal in this case were strict academicians, here is evidence that we who are responsible had not communicated the true purposes of DE productively, particularly the local coordinator." (8, p. 13)

"The qualifications, duties and responsibilities of a trained teacher-coordinator are often times never made known to business leaders in the community. Such information should be made available to the local Advisory Committees and other professional groups sharing equal interest in education for distribution." (8, p. 16)

"It should be noted at this point that being accepted as one of the school faculty is often a major problem for the teacher-coordinator. Lack of understanding by other faculty members concerning the teacher-coordinator's work schedule and performance requirements tend to contribute to the acceptance problems." (9, p. 10)

"Trained coordinators...can break down the walls of hostility and snobishness which too often exists between academic and vocational educators." (37, p. 24)

"Unfortunately, in many communities there are key groups who do not understand our objectives, and who may even block the development of programs by their duplication of efforts to provide job training or by offering job placement services that do not result in satisfactory and satisfying occupational adjustment for youth." (37, p. 31)

"Business and the entire community should become more aware of the cooperative programs." (37, p. 60)

POSTULATE XII

A DIVERSITY OF "JOBS" WITHIN THE DURATION OF A PROGRAM OFFERS MORE MEANINGFUL WORK EXPERIENCES FOR STUDENTS

"To prepare individuals for employment through EXPERIENCES provided by the cooperative method." (30, p. 5)

"Students who have a sincere desire to obtain experiences working in the community..." (30, p. 9)

"Provide the student with actual work experiences for the development of a realistic understanding of the world of work." (26, Goal C)

"It is strongly recommended that consideration be given to expanding the scope of dropout prevention programs by requiring participating employers to offer students at least one of two alternatives...:

> 2. The opportunity to explore different occupational areas. This probably would involve rotating students among employers on a scheduled basis and arranging for the student to have different responsibilities at each job site in order to study the various environments in which jobs exist." (23, p. 6)

"...conduct termination procedures for on-the-job training for a student learner when conditions demand it and at the close of a training program." (47, p. 103)

"One of the major concerns in a number of discussions was the need for youth to have exploratory experiences in which they have had the opportunity to learn about a number of careers before specializing in an occupational field." (37, p. 30)

"...for students to secure at least one job on their own in addition to being placed on at least one job by their coordinator. In brief, the figures provide evidence that work experience pupils were quite likely to have had experience in two or more job situations." (48. p. 6)

"...minimum of three job experiences" (27, number 2u)

"...minimum of five job experiences" (27, number 2v)

"The curriculum should be structured for increasing levels of competency and complexity. However, entry-level training should be simple and flexible. That is, there should be minimal or no prerequisites. Horizontal movement into different types of skill training should be permitted at the lower levels of training to allow career and skill exploration." (12, p. 20)

"We need data which reflect the extent to which students move to different jobs during the year. We implied that such practice may be good, rather than bad, especially for the student." (39, p. 5)

"There was general agreement that job rotation was desirable during the training period. Benefits are derived by both employers and students.

a. Employer benefits: By rotating students, they become more knowledgeable about the many facets of business, in turn making more valuable employees. A method of rotation tends to sustain student interest and the higher the interest level, the more the student will learn. A system of rotation tends to reduce employee turnover because the student is more likely to find stimulation in the business and will stay on the job longer.

b. Student benefits: The more experience obtained by the student, the more he will learn and develop marketable skills. By experiencing many positions within a business the student will find what type of tasks he enjoys and from which he receives satisfaction. The student will have a broader base from which to intelligently select a career. The student will retain his interest level at a high plane knowing he will receive numerous experiences." (37, p. 88)

POSTULATE XIII

COOPERATIVE EDUCATION PROGRAMS HAVE A RESPONSIBILITY OF PROVIDING STUDENTS WITH LEARNING EXPERIENCES THAT DEVELOP VOCATIONAL (JOB) SKILLS

"What is called for is more and better occupational education...but occupational education on a more general basis-teaching certain basic skills of course, but also devoting more time to the development of broader technical understanding of communication and computational abilities, and of an appreciation of civic, cultural, and leisure activities...Here it is not suggested that vocational educators should assume the role of providing the general or liberal education as such. The point is that there is much in the domain of traditional general education which is essential for vacational competence in today's world of work." (11, p. 7)

"The objective of vocational education should be the development of the individual not the needs of the labor market. Preparation for employment should be flexible and capable of adapting the system to the individual's need rather than the reverse." (11, p. 6)

"Consequently, if an appropriate reform of education is to be made, it must begin with this fact: Schooling is not all of education, and the other parts of education require just as much explicit planning and organization as does schooling. If one were to go too quickly to a possible solution or pattern for the future, he would see this as immediately leading toward a multitrack school system in which some young people concentrate on intellectual skills while others concentrate on practical or mechanical or vacational skills. But this pattern fails to recognize clearly the impact of the above separation of schooling and education. It is not only some people who need the nonintellective portions of education, it is all... Further, the division is not merely a division between intellectual skills and vocational or practical skills. It is a division among a variety of skills, only some of which are intellectual or vocational." (1, p. 228)

"Dropout prevention programs appear to be successful when viewed in terms of their limited objective of keeping students in school by providing them with financial assistance. While many such programs have additional goals such as improving disadvantaged youngsters' attitudes toward school and work, practically none attempts to offer students related classwork or intensive vocational training." (23, p. 3)

"Coop programs are more likely than any other type to provide students with job-related instruction in school; have follow-up programs for graduates; help students in deciding on an occupation; and, provide students with jobs that fit into their career plans, have a high level of responsibility and afford a high degree of satisfaction." (23, p. 2)

"Students who have a career objective." (30, p. 9)

"Good coordinators in the past have developed people through jobs. The DCT coordinator is not obligated to go through the process of forcing a student to lie about a career objective." (39, p. 11)

"Helpfulness of coordinator:
    Helping me choose a future career
        29.5% very helpful
        43.8% helpful
    Helping me with reading, math, etc.
        39.4% very helpful
        45.8% helpful" (48, p. 16)

"The current view of vocational guidance is self-concept oriented. It focuses primarily on self-understanding and self-acceptance, to which can be related the occupational and educational alternatives available to the individual." (16, p. 7)

"The personalized curriculum differs from individualized instruction in at least one major respect. Individualized instruction...was intended to help a child meet group norms or standards, but at his own rate of progress. The personalized curriculum continuum serves as a means of making the school's total resources available to a child so that his teachers can figuratively help him to create himself..." (16, p. 101)

"Henry Borow, in his paper on vocational guidance and career development talks about the 'self exploration function of supervised work experiences and the need for coop vocational education to expand its goals to include the fostering of long range career development,' not restricting its role to the teaching of the 'formal work skills.'" (37, p. 18)

"Cooperative vocational education programs have typically laid heaviest emphasis on the teaching of formal work skills. Yet, studies of adolescence strongly suggest that it may be the reality testing and self-exploration functions of supervised work experiences at this stage of the student's career development which potentially make the greatest contributions to a smooth transition from school to work. Thus, it is in learning how to exploit the self-clarification and maturity-nourishing potentialities of guided work experience that work coordinators in cooperative vocational education may have their greatest need for improvement." (37, p. 44)

"The insights gained from such studies provide a sounder empirical basis for vocational counseling and curriculum design...mid adolescence is one which is characterized by tentativeness of occupational motives and curriculum preferences and, therefore, one which calls for strong educational emphasis upon rich and varied opportunities to explore envoronmental options and upon the development of a broad spectrum of transferable skills, understandings, and personal values rather than upon the teaching of a narrow band of specific vocational skills." (37, p. 25)

"Education must be concerned with the whole person. It must prepare the person to be an intelligent consumer, a responsible part of a family unit, and an informed and effective member of the community, the nation and the world. There is more to education than simply acquiring sufficient skills to hold a job." (34, p. 20)

"The group further recommends that in-school related instruction for each student participant be individually designed when his career goal is one which is not in common with the goals of other youngsters in a program. In keeping with this philosophy of individualized programs, it is conceivable that an academic discipline such as language arts may sometime become the more appropriate in-school related instruction, when the career goal of the youngster emerges in an occupational area such as journalism." (34, p. 37)

"Teacher-coordinators must be made to see the potential in cooperative work programs for helping students learn more than specific job skills, as important as these might be." (10, p. 20)

"The related class provides the time, the place, and the resources for participation in organized club activities, special learning projects, remedial learnings in academic subjects, career counseling and exploration, and assistance with personal, social and occupational adjustment." (10, p. 4)

"While a review of the pertinent research is not within the scope of this presentation it is clear that much research evidence is available to show that work adjustment problems are more of a barrier to success than is failure to master technical knowledge and skills required on the job." (10, p. 15)

"ERIC (1971) identified ten basic components which could be considered basic to most beginning and intermediate office work. The component which appeared at the top of this list, occuring more frequently than any of the others, was communicating with others. Obviously, these abilities and characteristics are mainly related to occupational adjestment." (10, p. 16)

"A number of studies in DE reveal directly, or by inference, that occupational adjustment capabilities required of beginning workers... are similar to those identified with office workers...self-confidence, copability,..." (10, p. 16)

"A matter for concern, however, is the nature and quality of specific content...for example, desirable work habits and attitudes may be substantially different depending on the local culture, the kind of job, and many other factors." (10, p. 17)

"Regardless of a student's occupational objectives, there are four essential competencies necessary for his initial and continued employment...social, basic skills, technology, marketing..." (10, p. 21)

"Many students in the third and fourth years of high school cannot read, write, figure, or spell at reasonable levels of proficiency." (12, p. 21)

"The curriculum should include instructional units in personal finance management, and health and physical welfare." (12, p. 21)

"There are and will be numerous opportunities for the vocational teacher to develop reading and writing skills as an integral part of their classroom instruction." (12, p. 29)

"Teachers should have skill in working with students to build up their self-concept..." (12, p. 32)

"Structured programs developed within a flexible curriculum provide the most suitable atmosphere for learning." (12, p. 36)

"First priority in the learning objectives should be improving the student's self-concept and developing a favorable attitude toward education and work." (12, p. 37)

"Just offering vocational courses will not solve the employment problem alone. Generally remedial courses in basic communication skills will need to accompany the vocational courses." (12, p. 4)

"...it has been said that education for employability is meaningless in the absence of attitudes receptive to and capacity for continued learning and retraining." (12, p. 14)

"Although separate courses in English and/or math may be taught, the vocational teacher may find occasions to teach reading, math writing in the process of the development of occupational skills." (12, p. 14)

"Communications, social sciences, and math instruction should be integrated with actual problems and situations in skill training." (12, p. 19)

APPENDIX B

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APPENDIX C

THE IDENTIFICATION OF TEACHING COMPETENCIES FOR DIVERSIFIED COOPERATIVE TRAINING AND WORK EXPERIENCE TEACHER-COORDINATORS IN THE PUBLIC SCHOOLS OF FLORIDA

Prepared by:
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Advisors:
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Directions: Each of the following thirteen sections is divided into three parts. Skim each section entirely before you follow the directions that accompany each part within the section.

---

1. EFFECTIVE PROGRAM OPERATION REQUIRES A CLEAR CONCEPTUALIZED ROLE AS PERCEIVED BY THE TEACHER-COORDINATOR

A. How important do you consider the necessity for you to clearly understand your role (purpose, responsibilities, etc.)? (Circle one)

Vital	Important	Moderately Important	Unimportant
1	2	3	4

B. Check the elements you consider important for you to thoroughly understand before you are able to conceptualize your role.
(1) legal responsibilities
(2) in-school responsibilities
(3) coordinating responsibilities
(4) moral responsibilities
(5) other (s) (Please specify)

C. Rank the role elements you checked in Section B, listing the first as most important. (You may write the number corresponding to the elements in Section B instead of the elements.)

2. SUCCESSFUL PROGRAM OPERATION REQUIRES UTILIZATION OF SERVICES/PERSONNEL OF COUNTY AND STATE VOCATIONAL LEADERSHIP.

A. How important do you consider utilization of state and county services/personnel? (Circle one)

Vital	Important	Moderately Important	Unimportant
1	2	3	4

B. Check the state and/or county services/personnel you feel should be utilized.

(1) state consultants
(2) county supervisors
(3) school administrators
(4) school services personnel
(5) state workshops
(6) county cooperative education meetings
(7) school faculty meetings
(8) other (s) (Please specify)

C. Rank the services/personnel you selected in Section B, listing the first as most important. (Numbers are permissible.)

3. THE TEACHER-COORDINATOR'S BEHAVIOR AND ATTITUDE IS REFLECTED IN THE BEHAVIOR AND ATTITUDE OF HIS STUDENTS.

A. How important do you consider your behavior and attitude as reflected in your students' behavior and attitude? (Circle one)

Vital	Important	Moderately Important	Unimportant
1	2	3	4

B. Check the areas of teacher-student contact that offer you an opportunity to set a good example for your students.

(1) classroom instruction
(2) training station selection
(3) on-the-job supervision
(4) discipline
(5) non-school related contact
(6) other (s) (Please specify)

C. Rank the areas of teacher-student contact you checked in Section B, listing the most important first. (Numbers are permissible.)

4. EFFECTIVELY OPERATING PROGRAMS ARE STRUCTURED IN ACCORDANCE WITH STATE AND COUNTY STANDARDS AND GUIDELINES

A. How important is adherence to state and county standards and guidelines for an effective program? (Circle one)

Vital	Important	Moderately Important	Unimportant
1	2	3	4

B. Check the standards or guidelines you feel are necessary to utilize for an effectively operating program.

(1) state curriculum guides
(2) student selection criteria
(3) state accreditation standards
(4) student employment guidelines
(5) physical environment (floor space, etc.) standards
(6) other (s) (Please specify)

C. Rank the standards or guidelines you checked in Section B, listing the most important first. (Numbers are permissible.)

5. ACCURATE ASSESSMENT/EVALUATION IS DEPENDENT ON DATA COOPERATIVELY GATHERED FROM ALL PERSONNEL INVOLVED WITH THE PROGRAM ELEMENT BEING ASSESSED/EVALUATED

A. How important do you consider utilization of data provided by all personnel involved with the program element being evaluated?

Vital	Important	Moderately Important	Unimportant
1	2	3	4

B. Check the personnel you utilize most when evaluating some element of your program.

(1) student
(2) self
(3) counselor
(4) principal
(5) faculty
(6) employer
(7) other (s) (Please specify)

C. Rank the personnel you checked in Section B, listing the most important first. (Numbers are permissible.)

6. GOOD STUDENT LEARNING EXPERIENCES ARE NOT RESTRICTED TO THE FORMAL SCHOOL SETTING AND TIME SCHEDULE AND INCLUDE TEACHER-COORDINATOR INVOLVEMENT.

A. How important do you consider coordinator involvement with students in non-school settings? (Circle one)

Vital	Important	Moderately Important	Unimportant
1	2	3	4

B. Check the non-school setting you utilize for providing learning experiences for your students.

(1) student's home
(2) sports events (could be on school premise)
(3) club functions
(4) class socials (parties, etc.)
(5) community organized/sponsored activities
(6) own home
(7) other (s) (Please specify)

C. Rank the settings you checked in Section B, listing the most important first. (Numbers are permissible.)

7. RELEVANT CURRICULUM IS THAT WHICH IS ATTUNED TO INDIVIDUAL NEEDS OF STUDENTS.

A. How important do you consider individual student needs as the determinant for what your curriculum should be? (Circle one)

Vital	Important	Moderately Important	Unimportant
1	2	3	4

B. Check the skills you feel are important for determining student needs and consequently the curriculum.

(1) developing diagnostic instruments
(2) administering diagnostic instruments
(3) analyzing diagnostic data
(4) utilizing diagnostic data in instruction
(5) familiarity with commercial diagnostic instruments
(6) other (s) (Please specify)

C. Rank the skills you checked in Section B, listing the most important first. (Numbers are permissible.)

8. COMMUNITY ELEMENTS (BUSINESS, SOCIAL INSTITUTIONS) AND COOPERATIVE EDUCATION PROGRAMS JOINTLY ASSUME RESPONSIBILITY FOR PREPARING STUDENTS TO BECOME CONTRIBUTING FACTORS IN THE GROWTH AND DEVELOPMENT OF THE COMMUNITY.

A. How important do you consider cooperative efforts when planning and operating your program in respect to program success? (Circle one)

Vital	Important	Moderately Important	Unimportant
1	2	3	4

B. Check the community elements you consider important when planning or seeking advice about program operation.
(1) advisory councils
(2) civic organizations (Ex: Optimist, Lions)
(3) public agencies (Ex: Health Department, Juvenile Courts)
(4) business organizations (Ex: State Employment Agencies, Chamber of Commerce)
(5) social agencies (Ex: YMCA, Salvation Army)
(6) other (s) (Please specify)
C. Rank the elements you checked in section B, listing the most important first. (Numbers are permissible.)

9. CLEARLY DEFINED TRAINING PLANS FOR A STUDENT'S VOCATIONAL EXPERIENCES SUPERPOSE SUCCESSFUL PROGRAM OPERATION.
A. How important do you consider training plans as directly affecting the success of your student's vocational experiences? (Circle one)

Vital	Important	Moderately Important	Unimportant
1	2	3	4

B. Check the statements that best describe your feelings about training plans.
(1) should be required for all students
(2) should be used for some students
(3) should not be used
(4) should be developed by and agreeable to all persons involved
(5) should include explicit statements of responsibilities
(6) other (s) (Please specify)
C. Rank the statements you checked in Section B, listing the most important first. (Numbers are permissible.)

10. ON-THE-JOB SUPERVISION PROVIDED ENLIGHTENING DATA NECESSARY FOR DETERMINING ELEMENTS OF A PROGRAM THAT NEED MODIFYING.
A. How important do you consider data gathered while supervising students on-the-job? (Circle one)

Vital	Important	Moderately Important	Unimportant
1	2	3	4

B. Check the kinds of data you gather while supervising your students on-the-job.
(1) student weaknesses
(2) student strengths
(3) student problem areas
(4) student skill development
(5) overall effectiveness of training station
(6) employer/student adherence to training plans
(7) other (s) (Please specify)
C. Rank the sources of data you checked in Section B, listing the most important first. (Numbers are permissible.)

11. EFFECTIVE PROMOTIONAL TECHNIQUES WILL INSURE PROGRAM SUPPORT.
A. How important do you consider program promotion as a means of gaining support for your program? (Circle one)

Vital	Important	Moderately Important	Unimportant
1	2	3	4

B. Check the activities you feel encourage program support.
(1) public media (radio, tv, newspaper)
(2) speaking engagements

(3) personal membership in community organizations
(4) distribution of business cards
(5) personal written communications
(6) speaking to individuals (coordinator or students)
(7) other (s) (Please specify)
C. Rank the activities you checked in Section B, listing the most important first. (Numbers are permissible.)

12. A DIVERSITY OF "JOBS" WITHIN THE DURATION OF A PROGRAM OFFERS MORE MEANINGFUL WORK EXPERIENCES FOR STUDENTS.
A. How important do you consider the practice of students changing "jobs" under the guidance of teacher-coordinators? (Circle one)

Vital	Important	Moderately Important	Unimportant
1	2	3	4

B. Check the conditions under which you permit students to change "jobs".
(1) only if the student is fired
(2) if there is an employer/student personality conflict
(3) after the student has mastered the skills of his job
(4) anytime the student wishes to
(5) on a regular predetermined basis
(6) other (s) (Please specify)
C. Rank the conditions you checked in Section B, listing the most important first. (Numbers are permissible.)

13. COOPERATIVE EDUCATION PROGRAMS HAVE A RESPONSIBILITY OF PROVIDING STUDENTS WITH LEARNING EXPERIENCES THAT DEVELOP VOCATIONAL (JOB) SKILLS.
A. How important do you consider the practice of providing classroom learning experiences/curriculum that promote development of job related skills? (Circle one)

Vital	Important	Moderately Important	Unimportant
1	2	3	4

B. Check the curriculum elements you feel are your classroom instructional responsibilities.
(1) employability skills
(2) vocational (job) skills
(3) communication skills
(4) academic skills (math, science, etc.)
(5) general study skills
(6) human relations skills
(7) management/planning skills
(8) decision making skills
(9) other (s) (Please specify)
C. Rank the curriculum elements you checked in Section B, listing the most important first. (Numbers are permissible.)

ADDITIONAL COMMENTS:

APPENDIX C

PERSONAL DATA

I. SEX:
   1. Male
   2. Female

II. AGE:
   1. 21-25
   2. 26-40
   3. 41-60

III. TOTAL TEACHING EXPERIENCE:
   1. 1-3 years
   2. 4-7 years
   3. 8-11 years
   4. 12-15 years
   5. 16-19 years
   6. 20-over years

IV. AREAS OF TEACHING EXPERIENCE	YEARS	SUBJECT AREA
1. Elementary (1-6)		
2. Jr. High (7-8)		
3. Sr. High (9-12)		
4. Other		

V. TOTAL YEARS COORDINATING (Current year counts as 1)
   1. Work Experience Grade
   2. Diversified Cooperative Training Grade

VI. PROGRAM CURRENTLY COORDINATING:
   1. Work Experience Grade
   2. Diversified Cooperative Training Grade

VII. HIGHEST EDUCATIONAL LEVEL COMPLETED:
   1. Bachelor's Degree
   2. Master"s Degree
   3. Specialist
   4. Doctor's Degree

VIII. MAJOR:
   1. Undergraduate
   2. Graduate

IX. METHOD OF CERTIFICATION:
   1. University courses
   2. Other

X. CERTIFICATION:
   1. Completed
   2. Partially

XI. UNIVERSITY COURSE CERTIFICATION (List all certification courses completed or in process.)

XII. JOB EXPERIENCE (outside education)
   1. Management position
   2. Laborer position
   3. Own business
   4. Other

XIII. PRESENT SCHOOL LOCATION:
   1. Urban
   2. Suburban
   3. Rural

XIV. PRESENT SCHOOL STUDENT POPULATION
   1. 1-500
   2. 501-999
   3. 1000-more

APPENDIX C

January 28, 1975

University of South Florida
Adult and Vocational Education
FAO 226
4202 Fowler Avenue
Tampa, Florida 33620

Dear In-Service Teacher-Coordinator:

The Adult and Vocational Education Department at the University of South Florida is currently combining efforts with the Diversified Occupations Section of the State Department of Education to determine generic and unique teacher competencies for the Work Experience (WE) and Diversified Cooperative Training (DCT) programs in Florida.

The enclosed questionnaire has been designed to include data provided by a careful analysis of:

1. national research in the area of cooperative education,
2. input from teacher-coordinators enrolled in university courses,
3. input from teacher-coordinators participating in state supported workshops,
4. input from a state advisory committee, and
5. national and state brochures and publications relating to cooperative education.

As a member of the sample population, your assistance is vital to the success of this project. Please complete the questionnaire and return it in the enclosed envelope as soon as possible. Questionnaire responses will be held in strict confidence. No attempt has been nor will be made to identify you as an individual.

Included in the general mailing are twenty specially marked questionnaires. The data retrieved from these questionnaires will be used to establish a base for comparative analysis of other questionnaires received. Therefore, it is imperative to the success of this project that all specially marked questionnaires be completed and returned. If you have received one of these twenty questionnaires, the words "Base Sample" will be written in the upper right hand corner of page one, and your fullest cooperation will be appreciated.

If you have any questions concerning this project, please direct your inquiries to Jane Swinney or Donald Jaeschke, Adult and Vocational Education, University of South Florida. Every attempt will be made to respond to your inquiry as soon as possible.

Thank you for your assistance.

Sincerely,

Donald Jaeschke
Project Director

Jane Swinney
Project Coordinator

APPENDIX D

I. Directions: Using the key below, circle the number that most accurately describes your opinion of the following items. Do not circle answers only on the basis of what you know, but rather on the basis of what you feel a teacher-coordinator should know.

VITAL	IMPORTANT	MODERATELY IMPORTANT	UNIMPORTANT
1	2	3	4

A TEACHER-COORDINATOR SHOULD KNOW/UNDERSTAND:

1 2 3 4 1. current child labor laws
1 2 3 4 2. the community job market
1 2 3 4 3. union policies, procedures, services, etc.
1 2 3 4 4. sources of occupational information
1 2 3 4 5. personal legal liabilities
1 2 3 4 6. the F T E funding concept
1 2 3 4 7. the state accreditation standards
1 2 3 4 8. the history of the program
1 2 3 4 9. cooperative education related professional organizations
1 2 3 4 10. the program standards (guidelines)
1 2 3 4 11. the state and county line of authority
1 2 3 4 12. the role of state and county leadership
1 2 3 4 13. the program purpose, goals, curriculum, etc.
1 2 3 4 14. community resources (human and/or material)
1 2 3 4 15. follow-up techniques
1 2 3 4 16. student selection criteria
1 2 3 4 17. the purpose of training plans
1 2 3 4 18. the purpose for on-the-job supervision
1 2 3 4 19. guidance/counseling techniques
1 2 3 4 20. program promotion techniques
1 2 3 4 21. pre/post assessment techniques
1 2 3 4 22. how to select effective training stations
1 2 3 4 23. the function of advisory councils
1 2 3 4 24. the necessity of home visits
1 2 3 4 25. the benefits of a diversity of work experiences for students
1 2 3 4 26. individualized instructional techniques
1 2 3 4 27. the current instructional materials/equipment available
1 2 3 4 28. club functions
1 2 3 4 29. his relationship to the total school program/faculty
1 2 3 4 30. the necessity for input from the business community
1 2 3 4 31. personal growth opportunities provided via inservice meetings
1 2 3 4 32. the necessity for teaching outside the normal school setting...

II. DIRECTIONS: Place a check beside the practices listed below that you feel describe the ideal behavior of a teacher-coordinator. Caution: check only those practices which describe ideal behavior.

THE IDEAL TEACHER-COORDINATOR:

1. complies with state/federal child labor laws in all aspects of program operation
2. surveys his/her community to determine employment needs
3. involves union representatives in the operation of his/her program
4. has easy access to sources of occupational information
5. behaves within the legal boundaries prescribed by law in all aspects of program operation
6. maintains the necessary number of students in his/her program to generate sufficient funds
7. incorporates the state accreditation standards into his/her program
8. utilizes program history data in promotional activities
9. actively participates in cooperative education professional organizations
10. utilizes the state recommended standards (guidelines) when operating his/her program
11. directs all requests through the proper state/county channels of authority
12. has a thorough understanding of the role (responsibilities, duties,) of state and county leadership
13. utilizes curriculum that is attuned to program purpose, goals, etc.
14. incorporates community resources into his/her program
15. utilizes various follow-up techniques when conducting follow-up studies
16. admits students into the program that he/she feels can be helped by the program
17. utilizes training plans when assisting his/her students
18. supervises students on-the-job
19. provides guidance/counseling services for any student needing the service
20. searches for opportunities to promote his/her program
21. bases decisions concerning students on data gathered via pre/post assessment instruments
22. continually searches for new training stations in addition to improving the ones he/she already has
23. relies on his/her advisory council for advice and needed resources or services
24. makes regular home visits
25. encourages students to participate in numerous "work" experiences
26. individualizes his instruction to meet needs of individual students
27. has access to current instructional materials/equipment
28. uses clubs as a vehicle for practical applications of classroom curriculum
29. keeps school personnel actively involved in his/her program
30. keeps community business personnel actively involved in his/her program
31. attends inservice meetings and workshops
32. utilizes non-school settings and time frames to teach his/her students

III. DIRECTIONS: Using the key provided below, circle the number that best describes your feelings about the statements.

1. NOT APPLICABLE TO MY PROGRAM (UNIMPORTANT)
2. MY SOLE RESPONSIBILITY
3. MINE AND SOMEONE ELSES RESPONSIBILITY
4. SOMEONE ELSES SOLE RESPONSIBILITY

1. make sure the program is operating within the legal boundaries prescribed by child labor laws
2. conduct community surveys to determine employment needs
3. secure union input or services for the program
4. identify and recommend sources of occupational information for the school population
5. keep abreast of personal liabilities evolving from program management
6. make sure that there are sufficient numbers of students enrolled in the program
7. keep records of all data necessary to verify compliance with state accreditation standards
8. secure data concerning program history to use in promotional activities
9. investigate and use the services and resources provided by cooperative education professional organizations
10. operate the program within the guidelines recommended by the state department
11. follow the state and county channels of authority when making requests
12. find out what the role of state and county leaders are
13. make curriculum changes for the program
14. identify and secure community resources for classroom use
15. conduct student follow-up studies and keep permanent data on file
16. make the final decision on student acceptance into the program
17. write training plans for each student in the program
18. determine the number of on-the-job visitations that should be made
19. counsel students in the program
20. promote the program
21. conduct pre and post assessment studies for each student in the program
22. find the training stations the students will use to gain work experience
23. organize and participate in the program advisory council
24. determine the appropriateness of home visits
25. determine the number of work experiences the students should have
26. determine the most appropriate instructional techniques for classroom use
27. keep up-to-date files of current instructional materials and/or equipment
28. organize, support, and participate in club functions
29. decide if the services of school personnel would benefit the students in the program
30. involve business community personnel/services in the program
31. provide data necessary to determine content for state and county inservice meetings, workshops, etc.
32. arrange activities outside the normal school setting and time frame that are conducive to learning

APPENDIX D

February 10, 1975

University of South Florida
Adult and Vocational Education
FAO 226
4202 Fowler Avenue
Tampa, Florida 33620

Dear In-service teacher-coordinator:

In an effort to gain data necessary to make certification and inservice activities more relevant to Work Experience and Diversified Cooperative Training teacher-coordinators, your assistance as a member of the sample population is needed. Please complete the enclosed questionnaire as soon as possible and return ti in the envelope provided.

This project is a joint effort of the Diversified Occupations Section of the Vocational Division of the State of Florida and the Adult and Vocational section of the University of South Florida.

After these data have been analyzed, an abstract will be made available for any member of the sample population that requests one. If you would be interested in having this abstract, or have any questions concerning this project, please direct your inquires to:

Donald P. Jaeschke
Project Director
University of South Florida
Adult & Vocational Education
FAO 226
4202 Fowler Avenue
Tampa, Florida 33620
or
Jane Swinney
Project Coordinator
University of South Florida
Adult & Vocational Education
FAO 226
4202 Fowler Avenue
Tampa, Florida 33620

Thank you for your assistance.

Sincerely,

Donald P. Jaeschke
Project Director

Jane Swinney
Project Coordinator

APPENDIX D

February 14, 1975

University of South Florida
Adult and Vocational Education
FAO 226
4202 Fowler Avenue
Tampa, Florida 33620

Dear In-service teacher-coordinator:

Several weeks ago, you received a questionnaire concerning Work Experience and Diversified Cooperative Training teacher-coordinator competencies. To date, coordinator response has been excellent. However, we would like to include as many coordinator responses in our data analysis as possible.

As the questionnaires were not coded for identification we have no way of knowing which individual coordinators have responded. If you have done so, please accept this letter as our sincere thanks for your contribution. If you have not responded thus far, we would appreciate your prompt attention to the matter as we need your input for the final data analysis.

Thank you for your assistance.

Sincerely,

Jane Swinney

Project Coordinator

APPENDIX E

POSTULATES

I. Effective program operation requires a clear conceptualized role as perceived by the teacher-coordinator

II. Successful program operation requires utilization of services/personnel of county and state vocational leadership

III. The teacher-coordinator's behavior and attitude is reflected in the behavior and attitude of his students

IV. Effectively operating programs are structured in accordance with state and county standards and guidelines

V. Accurate assessment/evaluation is dependent on data cooperatively gathered from all personnel involved with the program element being assessed/evaluated

VI. Good student learning experiences are not restricted to the formal school setting and time schedule and include coordinator involvement

VII. Relevant curriculum is that which is attuned to individual needs of students

VIII. Community elements (business, social institutions) and cooperative education programs jointly assume responsibility for preparing students to become contributing factors in the growth and development of the community

IX. Clearly defined training plans for a student's vocational experiences superpose successful program operation

X. On-the-job supervision provides enlightening data necessary for determining elements of a program that need modifying

XI. Effective promotional techniques will insure program support

XII. A diversity of "jobs" within the duration of a program offers more meaningful work experiences for students

XIII. Cooperative education programs have a responsibility of providing students with learning experiences that develop vocational (job) skills